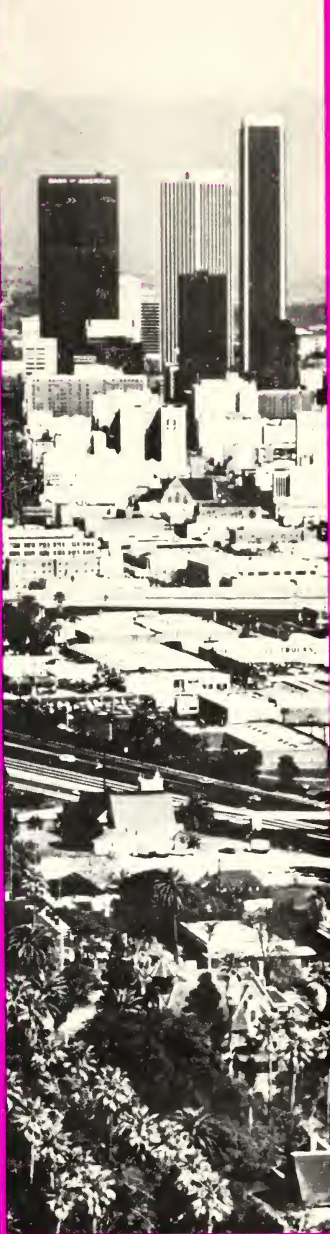


IN LOS
ANGELES



1976-1978

MOUNT
ST. MARY'S
COLLEGE
BULLETIN

CHALON CAMPUS 12001 Chalon Road, Los Angeles, California 90049



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BULLETIN 1976-1978

**MOUNT
ST. MARY'S
COLLEGE**

IN LOS ANGELES



Photography by Steve Fontanini, Jr.
Drawings by Paula Vukmanic



Humanities Building and Drudis-Biada Art Hall with galleries and studios — Chalon Campus



Graduate students on the Chester Place Mall — Doheny Campus



View towards the Pacific — Chalon

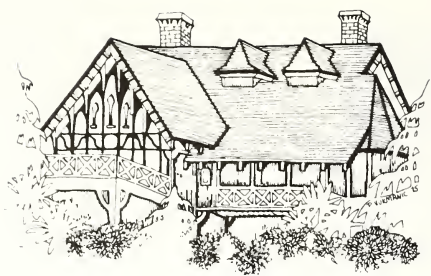




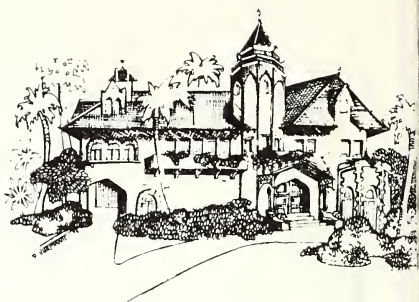
Grady Hall and Mary Chapel — Chalon



Circle area and Coe Library — Chalon



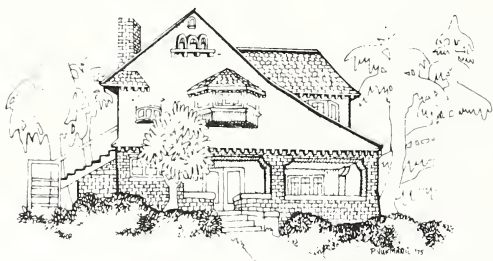
NUMBER TWO



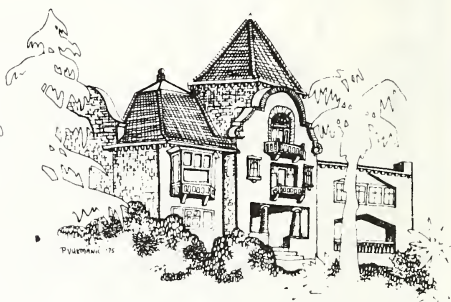
NUMBER EIGHT, DOHENY HALL



NUMBER ONE



NUMBER SEVEN



Historic architecture on the fifteen acres of Chester Place in downtown Los Angeles — Doheny



SOUTH GARDEN & THE GAZEBO

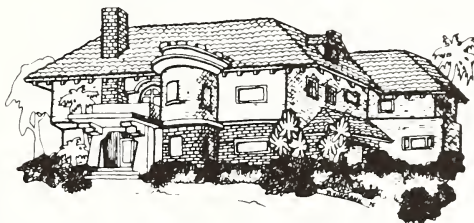


CTORIAN MANSIONS ALONG THE CHESTER PLACE MALL

NUMBER TEN

NUMBER ELEVEN

NUMBER SEVENTEEN



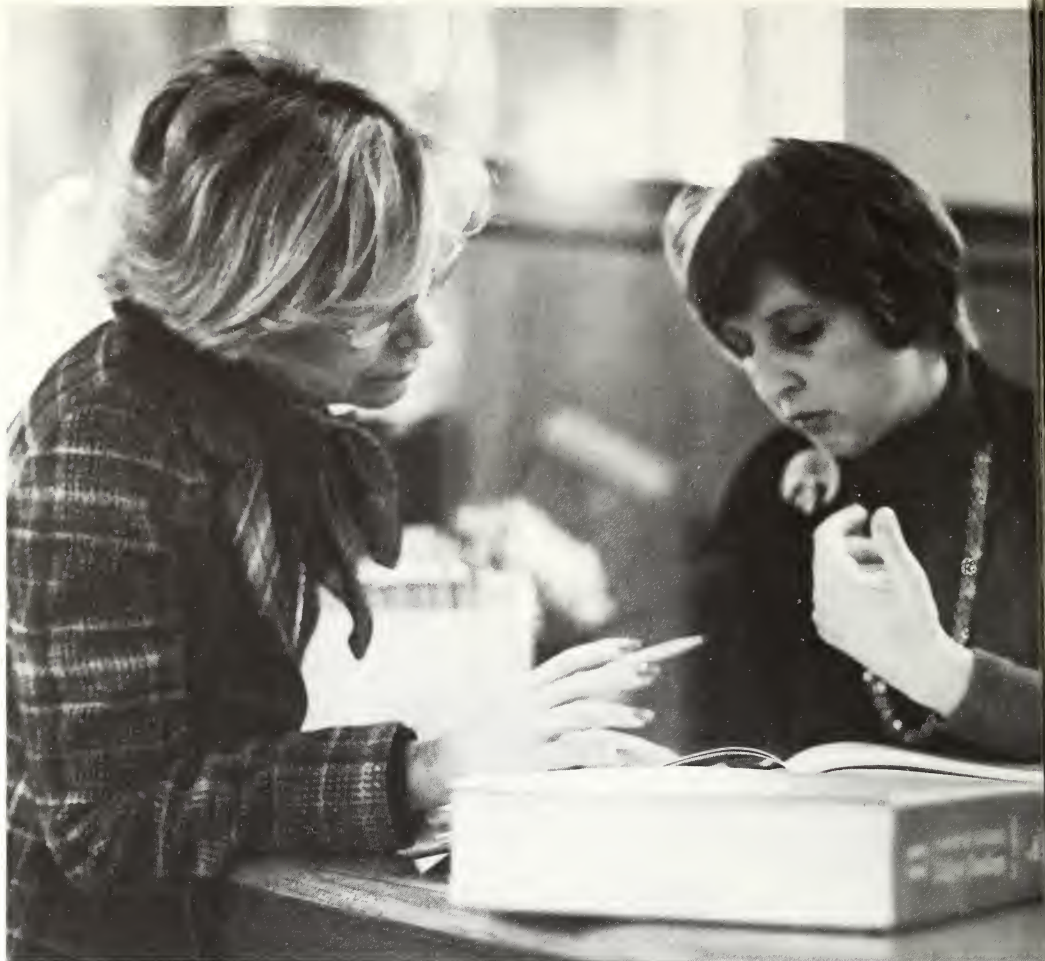
Classroom complex beside Victorian design of the student center — Doheny



Cinco de Mayo student dancers performing in the Pompeian Room — Doheny



Research in the biology lab — Chalon



Continuing education, one-to-one — Chalon



Main reading room, Coe Library — Chalon



Front entry, Prague Hall
— Doheny



View toward West Los Angeles
— Chalon



Food service line and Brady Hall dining room — Chalon



Court bordered by south gardens — Doheny



Pool adjoining courts — Chalon



Pompeian Room — Doheny

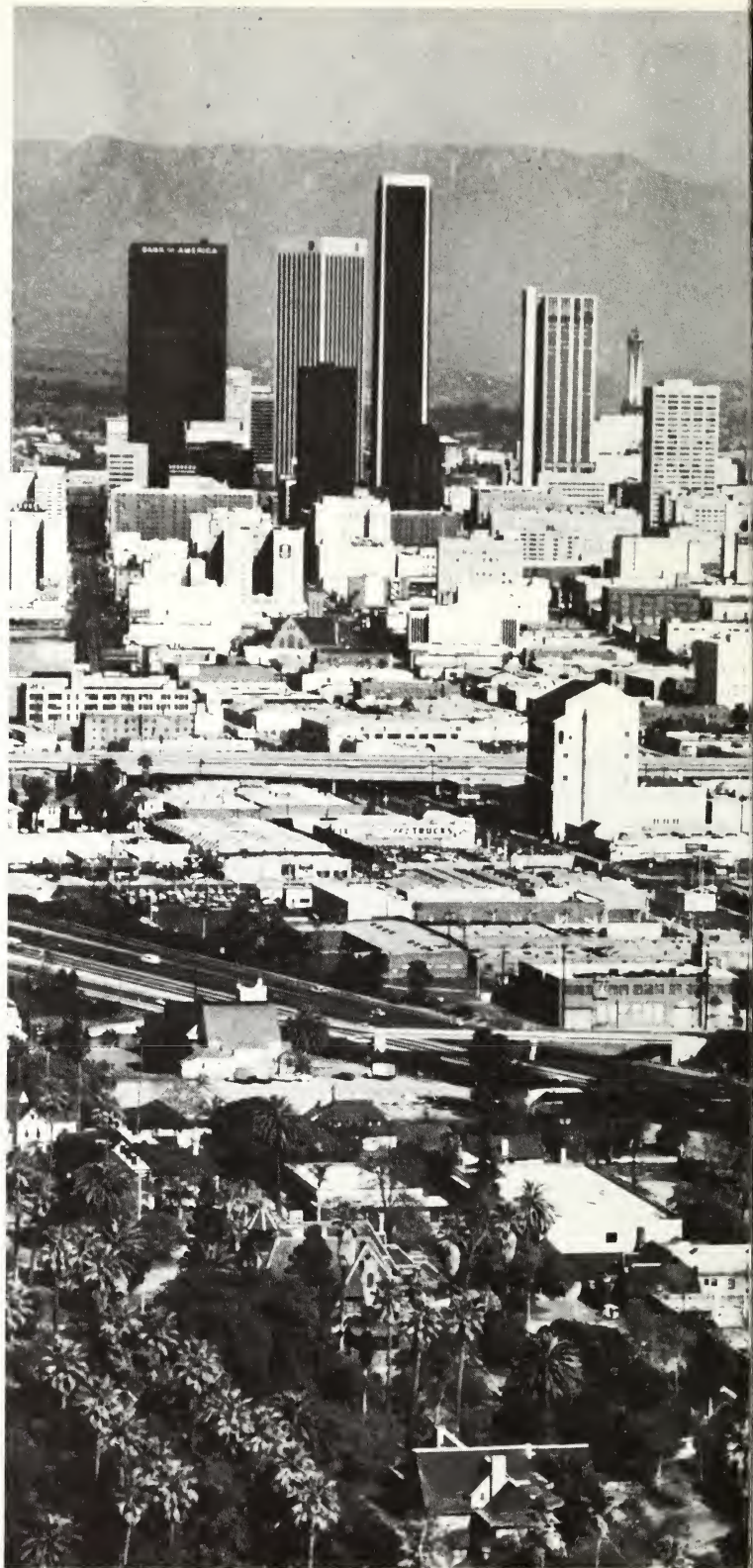


Alumnae





Interterm lecture, Campus Center — Chalon



Los Angeles skyline, Chester Place in foreground — Doheny



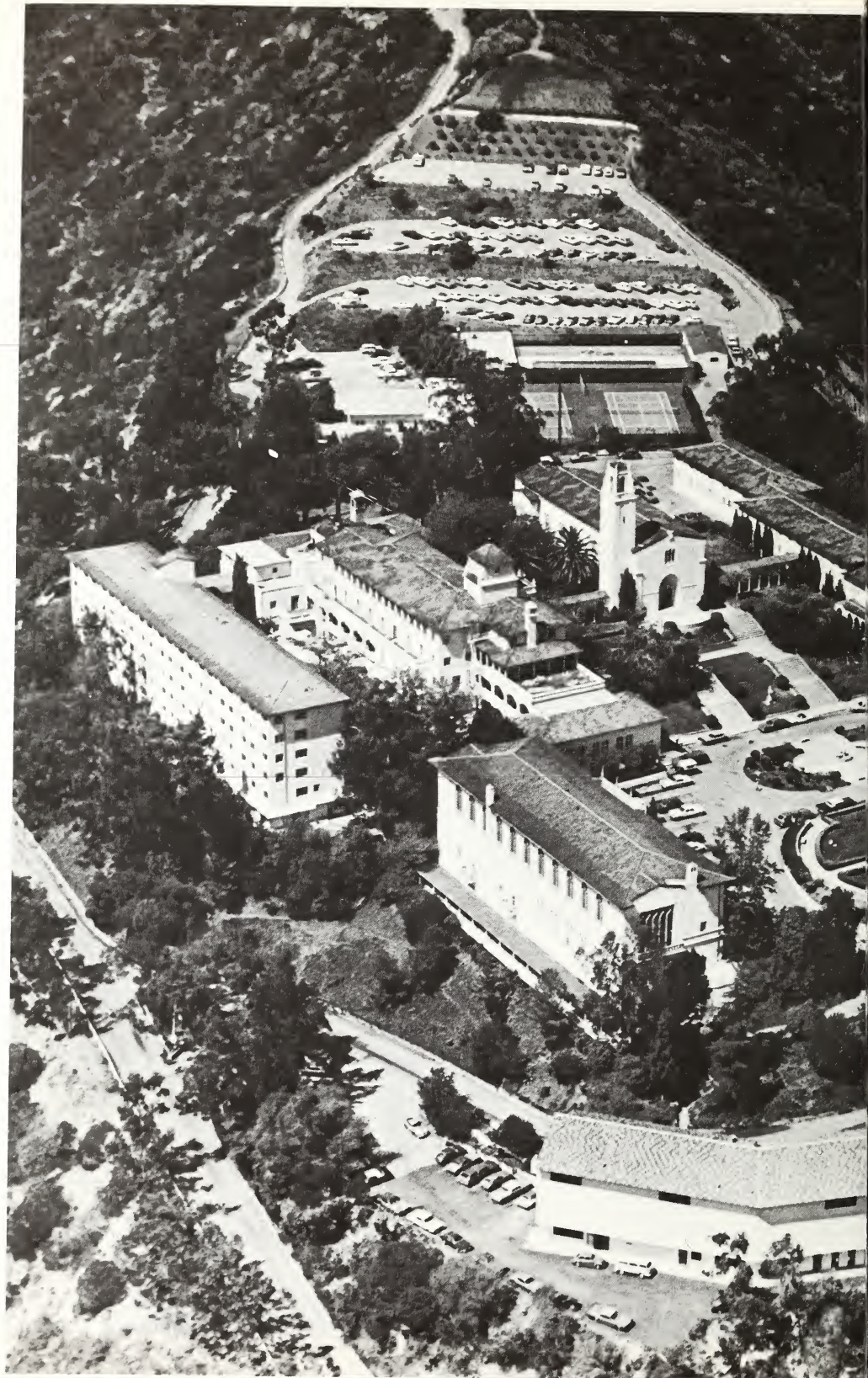
Late afternoon shadows on south porches of Doheny Hall — Doheny



Aerial view — Doheny



Two caps, two programs — A.A. and B.S. degrees in nursing





Inset — House of Studios

Aerial view — Chalon



Study in a Mediterranean setting — Chalon



Flowers and wrought iron designs in the Chester Place style — Doheny



Homecoming party — Chalon





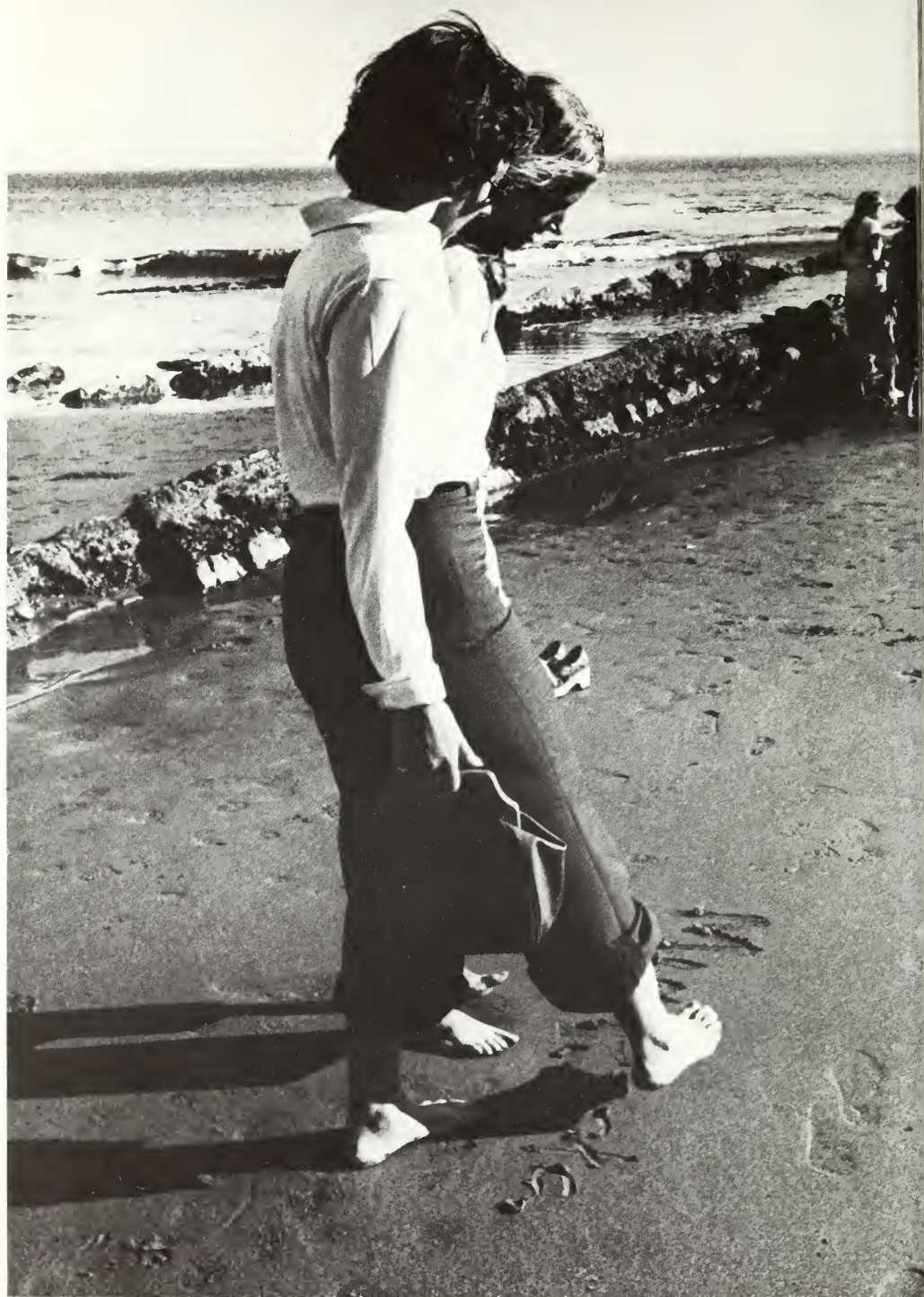
tended day class — Doheny



Campus vista, House of Studies to Palos Verdes Peninsula — Chalon



Organ student in Mary Chapel — Chalon



Interterm exchange students at Pacific tidepools.

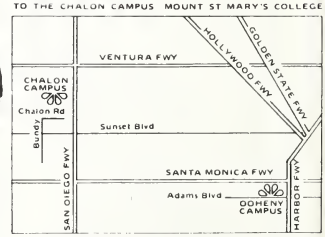
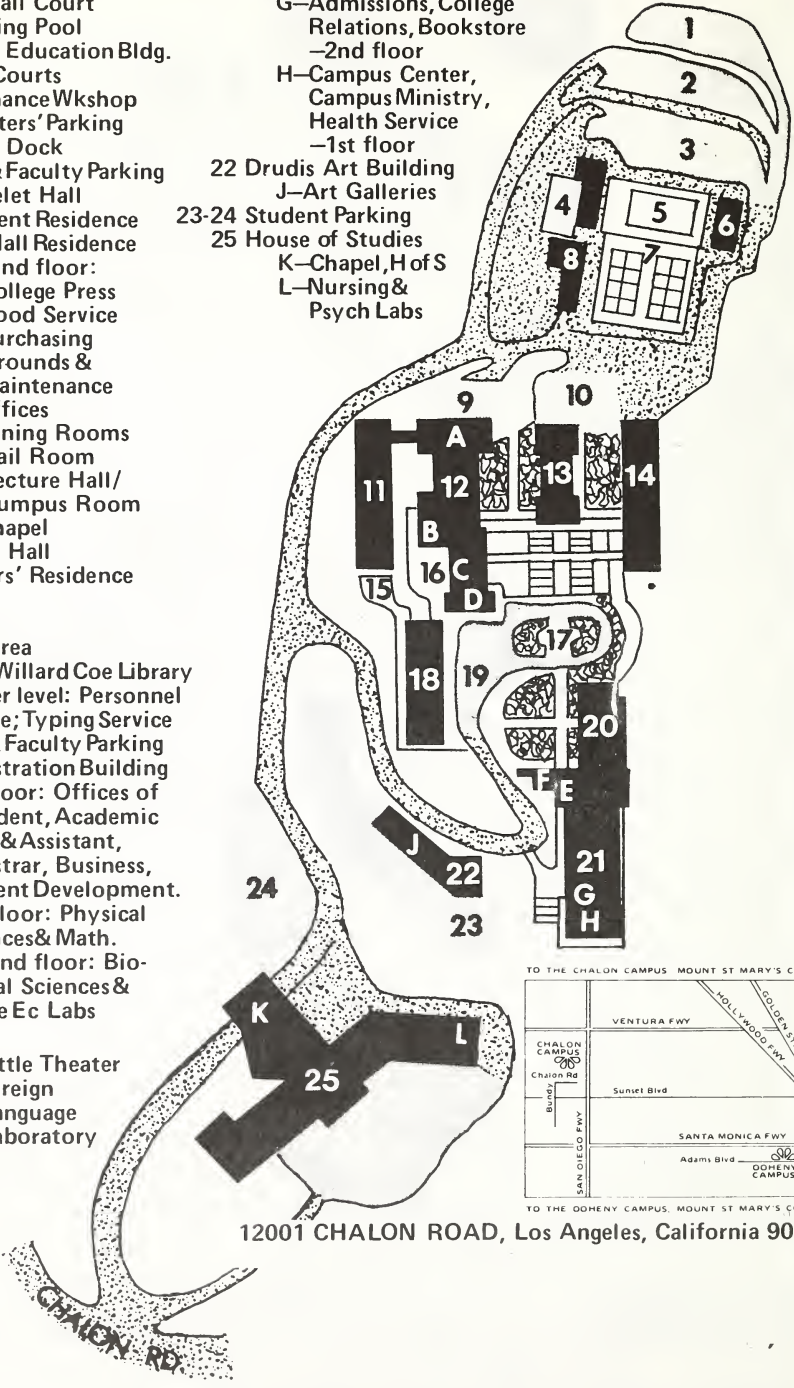
CHALON CAMPUS BUILDINGS

MOUNT ST. MARY'S COLLEGE in west Los Angeles, CA 90049

- 1-3 Student & Visitor Parking
- 4 Basketball Court
- 5 Swimming Pool
- 6 Physical Education Bldg.
- 7 Tennis Courts
- 8 Maintenance Wkshop & Sisters' Parking
- 9 Loading Dock
- 10 Visitor & Faculty Parking
- 11 Carondelet Hall
- Student Residence
- 12 Brady Hall Residence
- Ground floor:
 - A—College Press
 - Food Service
 - Purchasing
 - Grounds & Maintenance offices
 - B—Dining Rooms
 - C—Mail Room
 - D—Lecture Hall/ Rumpus Room
- 13 Mary Chapel
- 14 Rossiter Hall
- Sisters' Residence
- 15 Casa
- 16 Patio
- 17 Circle Area
- 18 Charles Willard Coe Library
- Lower level: Personnel Office; Typing Service
- 19 Visitor & Faculty Parking
- 20 Administration Building
- 1st floor: Offices of President, Academic Dean & Assistant, Registrar, Business, Student Development.
- 2nd floor: Physical Sciences & Math.
- Ground floor: Biological Sciences & Home Ec Labs

- E—Little Theater
- F—Foreign Language Laboratory

- 21 Humanities Building
- G—Admissions, College Relations, Bookstore
- 2nd floor
- H—Campus Center, Campus Ministry, Health Service
- 1st floor
- 22 Drudis Art Building
- J—Art Galleries
- 23-24 Student Parking
- 25 House of Studies
- K—Chapel, H of S
- L—Nursing & Psych Labs



12001 CHALON ROAD, Los Angeles, California 90049

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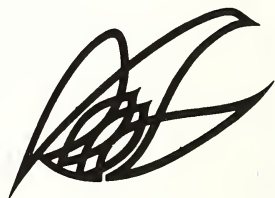


THE COLLEGE SEAL

The seal of Mount St. Mary's College was designed by Baker's heraldic office of London. It is in the form of a circle. The name of the college appears around the edge of the shield; and 1925, the date of the founding of the college, is in the center. The shield itself has four divisions.

An open book at the bottom center bears the college motto — *Deus Illuminatio Mea* — God My Light. At the upper center, a lily surrounded by thorns symbolizes the Immaculate Conception of Mary. The fleur-de-lis of France at the upper right represents the Sisters of St. Joseph of Carondelet, established at Le Puy in France in 1650. At the upper left, three angel wings with a rose signify the city of Los Angeles.

The seal thus symbolizes Mount St. Mary's College founded in the city of Our Lady Queen of the Angels, by the Sisters of St. Joseph of Carondelet, under the patronage of Mary, model of womanhood.



The contemporary LOGO, designed by Mits Kataoka, depicts MSMC with one wing touching the heritage of the Sisters of St. Joseph of Carondelet; the other, sweeping into the future; the whole, in focus for Now.

CHARACTERIZATION OF MOUNT ST. MARY'S COLLEGE

Academic Focus

Mount St. Mary's College is an academic community devoted to continuing exploration of man's relation to God, his fellow man and nature. This exploration takes the form of programs designed to provide experience in the principal modes of thought by which man reaches understanding, and the strengths and limitations of these modes. The objectives are to assist students to develop disciplined and continuing curiosity, a receptivity to new ideas, and a basis for evaluation of these ideas.

Within the framework of these same major objectives, the College also offers programs, undergraduate and graduate, in which the student engages in more intensive study appropriate to a specific career. In this way the College ensures that it will not only directly serve the society that supports it, but also will enhance student awareness of the ever-changing context within which values of the individual must operate. It is in this latter context of a dynamic society that programs of continuing education will find and play their role.

The Religious Commitment

The Catholic commitment of the College manifests itself in many ways. It is found in opportunities for worship. It is found in academic programs. It is found in the way the College functions. Above all, it is found in the whole environment in which inquiry and learning take place. Thus, the College embodies Christian convictions supportive of lives of commitment and Christian concern in a secular society.

Distinctive Services

Several factors emerge from the history and environment of the College that create a distinctive community. A true academic community becomes possible: the total college — not just the classroom, the academic major, or the course — is a learning environment. Historically, the College is a liberal arts institution with a special concern for the education of women; however, men are admitted to undergraduate music and nursing, to graduate and extended day programs, and to summer sessions. It is a small college of about 1000 students on two campuses, with definite, distinct but complementary roles to play. The Chalon campus primarily offers baccalaureate programs in liberal arts and sciences, and related professional training. The Doheny campus offers a variety of programs ranging from two-year through graduate, in which the metropolitan setting is a significant factor in learning.

Academic Government

The academic community that is the College, requires of each constituent group a distinct role related to the welfare of the whole. As such, it is not a microcosmic political society of identical and equal units in which egalitarian principles can operate. Rather, functional distinctions produce different kinds of responsibilities which in turn must determine kinds of authority. For example, students and alumnae are helpful when they advise on the quality of teaching and the adequacy of programs. Faculty are best equipped to determine academic content and to advise on program needs. Administrators and staff perform their function when they allocate scarce resources and provide the services necessary to achieve the academic purposes of the College most effectively.

Regents assist through participation in College functions and in support of advancement programs. Trustees best discharge their responsibility by defining College goals, reviewing collegiate performance, and providing effective liaison with concerned extra-mural groups. Since Mount St. Mary's College is a community, each group has an additional responsibility for keeping the others informed and for soliciting the views of others on matters of mutual or overlapping concern. The separation of function must, however, always parallel the division of authority, and the exercise of authority must always recognize the interdependence of each group in achieving the welfare of the College.

GENERAL INFORMATION

ACADEMIC CALENDAR

1976-1977

Fall 1976

September 8-12	Orientation, advisement, registration
September 10	Registration for new, part-time and graduate students
September 11	Registration for returning students
September 12	All-college Orientation
September 13	Classes begin
September 27	Last day to register or add a course
October 6	Last day to drop a course
November 1	All Saints' Day — Holiday
November 19	Last day to submit Interterm Independent Study proposals
November 25	Thanksgiving holiday begins
November 29	Classes resume
December 13-17	Final examinations
December 18	Christmas holiday begins

Interterm 1977

January 3	Interterm classes begin; late registration for Interterm
January 5	Last day to register or add a course
January 7	Last day to drop a course
January 28	Final examinations
January 28	Interterm ends; registration for spring semester — all students

Spring 1977

February 7	Registration for all students
February 8	Classes begin
February 21	Washington's Birthday — Holiday
February 22	Last day to register or add a course
March 1-31	Sophomores apply for acceptance into major
March 4	Last day to drop a course
April 7-17	Easter vacation
April 18	Classes resume
May 23-27	Final examinations
May 27	Baccalaureate
May 28	Graduation

Summer Session 1977

June 20	Classes begin
July 4	Holiday
July 29	Summer Session ends

GRADUATE AND EXTENDED DAY CALENDAR 1976-1977

Fall Semester 1976

September 18	Registration 9:00-1:00 p.m. — Doheny Campus
September 20	Classes begin (Afternoon-Evening)
September 25	Classes begin (Saturday)
October 4	Last day to add a class
October 18	Last day to drop a class
November 1	All Saints' Day — Holiday
November 25, 26, 27	Thanksgiving Holidays
November 29	Classes resume
December 20	Christmas Holiday begins
January 3, 1977	Classes resume
January 17-22	Final Examinations

Spring Semester 1977

January 29	Registration 9:00-1:00 p.m. — Doheny Campus
January 31	Classes begin (Afternoon-Evening)
February 5	Classes begin (Saturday)
February 14	Last day to add a class
February 21	Washington's Birthday — Holiday
February 28	Last day to drop a class
April 4-9	Easter Holiday
April 11	Classes resume
May 21-27	Final Examinations
May 26	Graduate Hooding Ceremony
May 28	Graduation

WHERE WE ARE

Mount St. Mary's College is located in Los Angeles, California, one of the most colorful and interesting cities of the world. Just living here is an education. It is a world center for trade, art, music, sports, research, education, films, television, libraries, and creativity of all sorts.

The Mount has a cool invigorating climate, bright sunshine for the most part, and a panoramic view of the city and of the Pacific Ocean. Within an hour's time, you can have any climate or sport you desire.

BACKGROUNDS

Mount St. Mary's College was founded in 1925 by the Sisters of St. Joseph of Carondelet. For the first five years the college was located on the property of St. Mary's Academy on Slauson Avenue. In Spring, 1931, faculty and students moved to the new fifty-six acre site on Chalon Road in Brentwood which has become its permanent location.

THE CHALON CAMPUS

The Chalon Campus is an impressive multi-level complex of buildings and gardens on a thousand-foot ridge overlooking U.C.L.A. and Westwood Village. It can be reached by taking the San Diego Freeway to Sunset Boulevard. From there you proceed on Sunset to Bundy, and on Bundy to Chalon. Parking areas are available at every level of the campus.

The architecture is white Spanish colonial, with arched walkways connecting many of the buildings. The Chapel occupies the central position on campus with wide stone stairways approaching it on two sides. Outdoor graduation ceremonies are held in this area.

The Charles Willard Coe Library contains more than 100,000 volumes, 545 current periodicals, 1,000 microfilm reels, and 4,300 sound recordings. Students have free access to library stacks, and to the special collections of art, music, and literature. The rare book treasury contains among other rare editions, a fine collection of documents and manuscripts relating to the Oxford Movement and to John Henry Newman.

St. Joseph's Hall accommodates the offices of administration, language and science laboratories, classrooms, and the Little Theater.

The five-story Humanities Building contains classrooms; conference rooms; special facilities for the music department, including a library of recordings and musical scores; faculty, student, and administrative offices; health services center; bookstore. The Campus Center which comprises nearly the entire first floor is used for social and academic functions. Commuter students find it a very relaxing place for conversation, study, or reading.

Jose Drudis-Biada Hall, the new art building, contains art galleries, faculty offices, classrooms and studios.

Brady Hall and Carondelet Hall are residence halls which provide living accommodations and dining facilities for 300 students. Single rooms, double rooms, and suites are available. Reception rooms, lounge areas, study rooms, snack bar, kitchenettes, and laundry facilities are conveniently arranged.

Rossiter Hall is a residence for Sisters of St. Joseph living on campus.

An outdoor swimming pool and tennis courts are located at the north end of the campus.

THE DOHENY CAMPUS

The college expanded to a second campus in 1962. The Doheny Campus at Chester Place, near the intersection of the Harbor and Santa Monica Freeways, is located on property formerly owned by Edward L. Doheny and his wife, the Countess Estelle Doheny. The campus has been named for them.

The two city blocks of Victorian residences in their setting of exotic trees and flowers have been converted to educational purposes. In 1965, a classroom building containing an auditorium, lecture rooms, and laboratories was erected.

The Doheny Campus supplements and extends the educational opportunities which Mount St. Mary's College offers. This location, close to the industrial part of Los Angeles, was thought to be an ideal location for two-year, career-oriented associate degree programs; for graduate degree programs; and for California Credential programs; as well as for extended day and Saturday classes.

Number One Chester Place houses the Music Department and the Nursing Department's self-paced skills laboratory.

Number Two Chester Place is the Doheny Campus Library which supplements the Chalon Campus Coe Library with an additional 20,000 volumes, 136 current periodicals, 172 microfilm reels, and 517 sound recordings.

Number Seven contains the office of the associate in arts dean, the offices of the Nursing Department, faculty offices, and the communication skills laboratory.

Number Eight Chester Place, the former home of the Dohenys, has been declared a California Historical Monument. This beautiful three-story late Victorian structure is often used for student and faculty events, both educational and social. An art gallery, a number of reception rooms and dining rooms, and the Pompeian Room — a domed hall of Italian marble — are located on the first floor. The other floors are not open to the public.

Number Ten is the administration building. It houses the education offices as well.

Number Eleven Chester Place is a residence for the religious faculty.

Number Seventeen accommodates the Child Care Center conducted by the Education Department.

Carondelet Center, formerly a game room for the Doheny family, contains the student center and bookstore. The former carriage house behind Number Ten has recently been restored and serves as a unique setting for the art department.

Prague Hall, the residence hall, accommodates about twenty resident students. Other resident students reside at the Chalon Campus.

Parking areas are on the mall. The tennis courts are in the area behind Number Eight.

DEGREE PROGRAMS

Associate Degree Programs

At the Doheny Campus two-year courses of study are offered which lead to the Associate in Arts Degree. With prime emphasis on the student as an individual, the program attempts to enhance self-development through involvement on and off campus in OUTREACH activities — social action and fieldwork — and in institutional involvement. Extensive advisement and counseling programs and a core program in communication skills support the regular course work.

Students may specialize in Art, Business, Nursing, or Pre-School Teaching. The Nursing Program makes the student eligible to write the licensing examination to practice as a registered nurse and to use the title R.N. The two-year program can also prepare the student to transfer to the Chalon Campus, or can lend itself to individually designed study programs. For further information, see the associate degree section.

Bachelor's Degree Programs

Mount St. Mary's College offers four-year courses of study leading to the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Fine Arts, and Bachelor of Music. Primarily these are offered at the Chalon Campus. See the bachelors degree section.

Within the liberal arts tradition, the curriculum provides the student with a broad and liberating background in the arts and sciences, and aims at developing her ability to communicate knowledge and to apply appropriate principles and techniques to particular problems. During the junior and senior years, the student pursues deeper study in her major areas of concentration and takes related elective courses.

Master's Degree Programs

Teacher Credential Programs

Since 1931, the graduate division of Mount St. Mary's College has extended and deepened the work of the undergraduate departments by offering to qualified men and women the opportunity to pursue advanced courses and to obtain professional training.

Students may earn the degrees of Master of Arts in Teaching with a major in History or Spanish, and Master of Science in Education with specializations in Administrative Studies, Bilingual/Cross-Cultural Studies, Cultural-Urban Educational Foundations, Pupil Personnel Services, and Special Education-Learning Handicapped. This latter specialization is in collaboration with the Leadership Program of the Marianne Frostig Center of Educational Therapy.

The graduate division also offers courses which qualify the student for various specializations in the California Teaching Credentials and for the California Services and Specialist Credentials. See the graduate section.

ACADEMIC DEPARTMENTS AND PROGRAMS

DEPARTMENT OF ART

Degree programs:

- A.A. with a specialization in art
- B.A. with a major in art
- B.F.A. with a major in art

DEPARTMENT OF BIOLOGICAL SCIENCES

Degree programs:

- B.A. or B.S. with a major in biological sciences

Emphases:

- Environmental Science
- General Science
- Medical Technology
- Pre-Medical/Pre-Dental

Area Majors:

- B.S. in biochemistry (biological sciences and chemistry)
- B.A. or B.S. in psychobiology (biological sciences and psychology)

DEPARTMENT OF BUSINESS AND CONSUMER STUDIES

Degree programs:

A.A. with a specialization in business

Emphases:

Executive Secretary

Legal Secretary

Medical Secretary

B.A. with a major in business

Emphases:

Business Administration

Information Systems

B.S. with a major in consumer studies

Emphases:

Consumer Affairs

Fashion Merchandising

Home Economics

DEPARTMENT OF EDUCATION

Teacher education programs:

A.A. with a specialization in pre-school teaching

B.A. with a diversified major (elementary teaching credential)

B.A. with a single subject major (secondary teaching credential)

Specialist Credentials:

Bilingual/Cross-Cultural Specialist Credential

Early Childhood Specialist Instructional Credential

Special Education Specialist Credential (Learning Handicapped)

Services Credentials:

Administrative Services Credential

Pupil Personnel Services Credential

M.S. in Education

Emphases:

Administrative Studies

Bilingual/Cross-Cultural Studies

Cultural-Urban Educational Foundations

Early Childhood

Pupil Personnel Services

Special Education (Learning Handicapped)

DEPARTMENT OF ENGLISH AND SPEECH

Degree programs:

B.A. with a major in English

Area Major:

B.A. in American Studies (English, history, philosophy, and sociology)

Graduate program in TESL

DEPARTMENT OF FOREIGN LANGUAGES

Degree programs:

B.A. with a major in French

Emphases:

French

French Studies

12/GENERAL INFORMATION

B.A. with a major in Spanish

Emphases:

Spanish

Spanish Studies

Area Major:

B.A. with a major in social science

Emphasis:

Hispanic Studies (Spanish and history)

M.A.T. in Spanish

DEPARTMENT OF HISTORY AND POLITICAL SCIENCE

Degree programs:

B.A. with a major in history

B.A. with a major in political science

Area Majors:

B.A. in American Studies (English, history, philosophy, and sociology)

B.A. with a major in social science

Emphases:

Hispanic Studies (history and Spanish)

History

Political Science

Public Administration

Sociology

Pre-Law Program

M.A.T. in history

DEPARTMENT OF MUSIC

Degree programs:

B.A. with a major in music

Emphases:

Applied Music

Music Education

Music History

Theory

B.M. with a major in music

Emphases:

Church Music

Music Education

Music History

Performance

Theory and Composition

DEPARTMENT OF NURSING

Degree programs:

A.A. with a specialization in nursing

B.S. with a major in nursing

DEPARTMENT OF PHILOSOPHY

Degree programs:

B.A. with a major in philosophy

Area major:

B.A. in American Studies (English, history, philosophy, and sociology)

Pre-Law Program

DEPARTMENT OF PHYSICAL SCIENCES

Degree programs:

B.A. with a major in chemistry

B.A. with a major in mathematics

B.S. with a major in chemistry

Area major:

B.S. in biochemistry (biological sciences and chemistry)

DEPARTMENT OF PSYCHOLOGY

Degree programs:

B.A. with a major in psychology

Area majors:

B.A. in Child Development (psychology and sociology)

B.A. or B.S. in psychobiology (biology and psychology)

DEPARTMENT OF RELIGIOUS STUDIES

Although the Department of Religious Studies does not offer a major in religious studies, it does make available to the students a broad choice of courses in scripture, doctrine, liturgy, spirituality, and moral principles.

This study of the religious dimension of human life is basic to a liberal education and to the goals of the college.

DEPARTMENT OF SOCIOLOGY

Degree programs:

B.A. with a major in sociology

Area majors:

B.A. in American Studies (English, history, philosophy, and sociology)

B.A. in Child Development (psychology and sociology)

B.A. with a major in social science

Emphasis:

Sociology

CALENDAR

The Chalon Campus programs and the Doheny Campus associate degree programs are on a four-one-four calendar. There are two long terms. The fall semester continues from September through December. The spring semester is from February through May. The month of January is a short term of one month, designated as Interterm.

The graduate and extended day programs (late afternoon, evening, and weekends) at the Doheny Campus are conducted on a two-semester calendar without the Interterm, for the benefit of part-time students in baccalaureate, credential, and graduate programs. The first semester extends from September through January; the second from February through May.

During the summer, a six-week session and shorter courses, institutes, and seminars are offered on both campuses.

ACCREDITATIONS

Chartered by the State of California in 1925, Mount St. Mary's College is accredited by
The Western Association of Schools and Colleges.
The California State Board of Education.
The California Board of Registered Nursing.
The National League for Nursing.
The National Association of Schools of Music.

AFFILIATIONS

Pilarica

Pilarica College became affiliated with Mount St. Mary's College in 1969. The Pilarica College Program is a two-year course of studies designed for the education of postulants, novices, and junior sisters in the California province of the Congregation of the Sisters of Notre Dame. Enrollment is open to young women of other communities in the vicinity. Northwest of Los Angeles, Pilarica College is located on a wooded 72-acre tract in Thousand Oaks.

Frostig Center

The Frostig Center of Educational Therapy, established in 1948, became associated with Mount St. Mary's College in 1969.
The Center-College association provides for a sharing of faculties and facilities, with Mount St. Mary's granting the Master of Science degree with a specialization in Special Education in the area of Learning Handicapped, and the California Specialist Credential in Special Education — Learning Handicapped. The program prepares leadership personnel for school systems that give help to the educationally handicapped.
The Frostig Center is in Culver City, off the Santa Monica Freeway, within twenty minutes of the Doheny Campus.

EXPENSES FOR 1976-77

TUITION. Payable at registration.

Undergraduate students

Full-time: 12 to 21 units per semester including
Interterm.....\$2,200.00 per year
\$1,100.00 per semester

Note: Foreign students with nonimmigrant *F-1* status enrolled in the beginning ESL course and three other academic courses are considered full-time students.
Full-time units in excess of 17 per semester.....\$75.00 per unit
Part-time: less than 12 units per semester including Interterm.....\$75.00 per unit
Tuition deposit: required of all incoming full-time undergraduate students. Not refundable; applicable only to tuition.....\$50.00

Graduate students

Tuition per unit\$75.00

Special Programs

College courses for high school students.....	\$100.00 per course
Junior Year Abroad registration	\$ 35.00 per semester
Tuition and fees for cooperative courses/programs will be calculated on an individual basis.	

Auditing courses: students register for audit in the same manner as for credit and pay the same fees.

FEES**Student Body Fee**

Chalon Campus students.....	\$ 7.50 per semester
Doheny Campus A.A. students	\$ 7.50 per semester
Doheny Campus graduate and extended day students	\$ 2.50 per semester

Orientation fee for new students:\$ 10.00

Health Service Fee

Chalon Campus students.....	\$ 10.00 per semester
Doheny Campus A.A. students	\$ 10.00 per semester
Doheny Campus graduate and extended day students — (optional)	\$ 16.00 per semester

Student Health and Accident Insurance

Nursing students and students living away from home are required to carry student health and accident insurance or to show evidence of other health insurance coverage. Other students carrying nine units or more may elect to purchase student health and accident insurance..... \$ 38.00 per year

Examination Fees

Comprehensive examination	\$ 50.00
Course credit by examination (non-refundable)	
Clinical courses	\$100.00 per course
Other courses	\$ 50.00 per course
Challenge examinations (no credit; fee non-refundable)	\$ 15.00
EDU 360AB, Seminar and Practicum	\$100.00 per seminar

General Fees

Application for admission (all students).....	\$ 20.00
Registration out of scheduled time.....	\$ 10.00
Change of registration.....	\$ 1.00 per course
Graduation fee for undergraduate student.....	\$ 25.00
Graduation fee for graduate students	\$ 50.00
Transcripts (each after the first).....	\$ 2.00
Evaluation of academic records	\$ 10.00
Evaluation and verification of Cuban records.....	\$ 20.00
Teacher Placement File	\$ 25.00

Project/thesis binding.....	\$ 10.00 per copy
Removal of grade of INC	\$ 10.00

Course Fees

Student teaching — elementary	\$ 5.00 per unit
Student teaching — secondary	\$ 5.00 per unit
Education 115ABCD, Education 137ABC	\$ 7.00 per course
Applied music fee for part-time students.....	\$ 35.00 per course
Private music lessons	fee paid to instructor

Full payment of all expenses, including any previously unpaid obligations, is due on or before registration day each semester.

Members of religious communities receive a 40 percent tuition discount during the academic year.

RESIDENCE RATES

Chalon Campus

Board and small double room.....	\$1,320 per year; \$660.00 per semester
Board and large double room.....	\$1,410 per year; \$705 per semester
Board and single room	\$1,480 per year; \$740 per semester
Board, single room, private bath	\$1,590 per year; \$795 per semester
Board and room, Interterm only	\$160.00

Doheny Campus

Prague Hall..... \$1,420 per year; \$710 per semester

A guest rate of \$9.00 per day is paid for residence during vacation periods.

An advance payment of \$100 is required for a room reservation. Seventy-five dollars is applied to the student's account for the first semester; \$25.00 is retained from the first payment as a room deposit to be applied against unusual cleaning and damage costs until such time as the student leaves residence.

Students already in residence make an advance deposit of \$75.00 for priority in requesting a room for the following year.

Rooms are reserved for the year. Room assignments are made in the order of the receipt of the reservation payment.

Advance payment is forfeited if notice of withdrawal is received after August 1. Room deposit is forfeited if notice of intention to withdraw from residence is not given to the director of residence prior to the close of the Fall Term.

REFUNDS

All students complying with the procedures established for withdrawal from the college or from a course are entitled to a refund according to the following scale:

Period of Time	Refundable
During first week (tuition)	100%
	minus \$25 administrative fee
During first week (room and board)	75%
During second week (tuition; room and board).....	75%
During third week (tuition; room and board)	50%

During fourth week (tuition; room and board).....	25%
After fourth week	0

The date on which the notice of withdrawal is filed with the Registrar's Office is used to calculate the amount of refund of tuition and/or room and board. Refunds will be first credited against a student's financial aid if any, before a balance accrues to the student. No refunds will be made for fees.

Refunds will not be made in cases of suspension or dismissal.

When outside agencies, grants, scholarships, or loans do not cover the withdrawal or change of unit charge, the individual will be responsible for the amount due.

Note Regarding Interterm

For full-time students no additional charge is made for Interterm; consequently, no refund will be made to anyone not attending. Tuition is determined on an annual or semester basis.

The same policy applies to room and board charges. Since additional charges are not made, no refunds will be made.

FINANCIAL AID

Financial need is the difference between the cost of attending college and the total resources of student and parents. Tuition and fees, books, transportation for a student commuting from home or from an off-campus residence, room and board for a student living on campus, personal expenses for clothes, recreation, etc., make up the cost of attending college. Parents and independent students are expected to contribute according to their means and should be responsible for routine living expenses.

There are many financial assistance programs available from sources outside the college such as State Scholarships, College Opportunity Grants, scholarships given by foundations, business firms, and clubs. High school seniors who know they will have financial need should investigate all of these sources of aid. High school seniors should also obtain information and an application for the Federal Government's Basic Educational Opportunity Grant from their counselor before graduation from high school.

If financial need still exists after all external resources have been exhausted, Mount St. Mary's will give consideration to an application for financial aid and will try to meet the student's need with a financial aid package consisting of a scholarship, grant, loan, and student employment, singly or in combination.

In order to distribute the funds as fairly and as widely as possible, an estimate of need is made on the basis of information submitted on the Parents' Confidential Statement (PCS). Independent students should submit the Student's Financial Statement (SFS).

Application for any of the following financial aids may be made by filing a financial aid application with the office of financial aid at the college:

Scholarships for partial tuition: Dean's awards; Leadership awards; Art and Music scholarships; Alumnae scholarships.

Grants-in-Aid: *Basic Educational Opportunity Grant; Supplementary Educational Opportunity Grant.*

Loans: *National Direct Student Loans; Federally Insured Student Bank Loans; Federal Nursing Student Loans; College loans for special programs.*

Employment: *Campus jobs; employment in an off-campus home in exchange for room and board.*

A financial aid package is made from the above resources with the student's preference for type of aid pending eligibility and funding of the programs.

All forms of financial assistance are offered on a racially nondiscriminatory basis. The deadline for the financial aid application and financial statement is March 1. In order to meet the deadline the financial statement should be filed with the service making the need analysis by February 1.

Financial aid applications and brochures giving further information may be obtained by writing to the director of financial aid on the Chalon Campus.

Nondiscrimination Policy

Mount St. Mary's College admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other college-administered programs.



**ASSOCIATE
DEGREE
PROGRAM**

ASSOCIATE DEGREE PROGRAM

The Associate in Arts program gives students the opportunity to explore new beginnings. It offers excellence in its specialized fields and concern for the individual student who hopes to become a more educated and a finer person. Each student is unique: each possesses different strengths and capacities, has different criteria and motivation for success, and has the capacity to change, to grow, and to make responsible choices. Each is offered the personalized atmosphere of the Doheny program. The fundamental goal of this program is to provide knowledge and skills required to make a living within the larger context of making a life. An environment based on Christian principles is geared to enable students, faculty, and administrators to live a life of concern and commitment in accord with those principles.

SPECIAL FEATURES

The academic program at Doheny centers around the personal development of each student and emphasizes three aspects of her learning environment: organized instruction, experience, and support.

Organized instruction aims at the transmission of knowledge, skills, attitudes, and motivations derived from academic disciplines and theories. **Experience**, a second dimension of the program, endeavors to relate personal growth and learning to the more practical aspects of life. **Support**, a third feature of the program, attempts to reinforce personal strengths and, at the same time, to remove obstacles to personal growth. Thus the A.A. program has a dual focus — class-

room learning and experience-oriented learning, both forms of learning taking place in a climate of support and encouragement.

ORGANIZED INSTRUCTION

The college provides three major curriculum options: a specialization, transfer to a baccalaureate major, or the liberal arts option. A student may study one of four specializations: art, business, nursing, or pre-school teaching. She may begin preparation for transfer to one of the baccalaureate majors at the Chalon Campus of Mount St. Mary's, or she may elect to experiment with various fields of study while earning the A.A. degree.

Experience. Opportunities for experience can occur both inside and outside the college. Experiences within the college are called *College Involvement*, and those outside the college are organized into a three-level program called *Outreach*.

COLLEGE INVOLVEMENT. Students are encouraged to become a vital part of college. They are invited to serve on major committees, to manage the student placement service and to initiate religious, cultural, and social activities at Doheny.

OUTREACH. This program extends the learning process beyond campus limits. The student becomes aware of important issues in society by dealing with them. Opportunities are offered for career-related experiences and the blending of theory and practice. Regular volunteer aid to community agencies, centers, and institutions is made available.

Off-campus college-related experiences occur at several levels:

Social Action. The student may perform supervised volunteer services: tutoring, hospital volunteer work, child care, home visiting, and the like.

Fieldwork. The student may engage in supervised fieldwork directly related to a course or to her program of studies: clinical nursing, supervised teaching, business internship, or similar work.

Outreach Term. The student spends a term in an off-campus experience involv-

ing problem-solving with the guidance and instruction of a faculty member.

In some instances a student may be able to gain academic credit for *Outreach* if (1) this experience relates significantly to some body of knowledge within the student's program, or (2) the student acquires demonstrable skills related to her specialization of study. Means for validating this experience will be determined by the coordinator of *Outreach*.

In all of these experiences, the goal is the development of the student through the practical application of knowledge to life situations.

Support Programs. At Doheny, support occurs as an outgrowth of the total philosophy of the college. The Support Program is designed to help the student achieve success in college. It is a combination of course work, such as Communication Skills, group and individual counseling, student-faculty relations, and personal interest.

COMMUNICATION SKILLS. The ability to communicate is one of the basic tools of learning. A student must be able to receive and to transmit information accurately. This process involves reading, writing, speaking, and listening, as well as understanding non-verbal messages. She must be able to think logically and apply knowledge to problems and situations at hand. A student usually enrolls in Communication Skills during her first term at Doheny so that these skills may be integrated throughout her academic program.

Four levels of instruction in Communication Skills are offered: (1) Large group instruction on principles; (2) Small group workshops to apply these principles; (3) Individual tutorial help as needed; (4) Self-teaching, using machines and programmed materials in the communication skills lab.

Counseling. Counseling services are offered as an integral part of the college experience, to assist students in self-evaluation and attainment of their potential.

Group Counseling. This is an attempt to enable the student to make responsible choices while recognizing her own values,

setting her own goals and priorities, and at times facing conflict. Reinforcement of the worth and dignity of each person comes from the student's peers and from the assigned faculty member who also serves as general advisor to each student within the group. Usually the student participates in Group Experience during the first term at Doheny as an orientation to the total college experience.

Academic Counseling. Assistance in selecting program and courses is given by an assigned faculty advisor.

Personal Counseling. If the student desires personal counseling, it is built into the program. Informed and concerned faculty and staff are available for personal and religious counseling. Doheny students are also eligible to use the full scope of services provided at the Counseling Center of the University of Southern California under the provisions described in Health Services.

Career Counseling. Through the assistance of counselors and an elective course in career planning, students are offered help in making career decisions and in planning an appropriate program of studies. Reference materials on career possibilities and further education are available in the Career Planning Center.

ADMISSIONS

ADMISSION TO THE ASSOCIATE DEGREE PROGRAM

General Requirements

The program is open to women of any age, race, creed, or marital status. Men are admitted to the nursing program. Ability to benefit from the program is the basic norm. Requirements within specializations may differ.

Since admission to the program is based on a consideration of the following information, all items must be received before any decision can be made. It is to

your advantage to make these available as early as possible.

1. A completed application form, SAT or ACT scores, and three letters of recommendation.
2. Total previous academic record. This includes transcripts from high schools and colleges previously attended.
3. A written statement of reasons for choosing the associate degree program.
4. Other information a student may wish to provide in support of her application: awards, honors, special experiences.
5. A personal interview (if possible).
6. Foreign students must demonstrate proficiency in oral and written English and a guarantee of financial support.

Transfer Students

Students with 15 semester hours (units) or more of transferable college credit and a GPA of 2.5 or above, are not required to submit SAT or ACT scores. Those with fewer than 15 semester hours (units) of transferable college credit must send both high school and college transcripts and SAT and ACT scores.

The extent of advanced standing is determined on an individual basis and is not decided until an evaluation of all previous academic work has been completed.

Credit for courses taken in other accredited colleges or universities is transferable provided that the transferred courses satisfy curriculum requirements at Mount St. Mary's College. A maximum of 36 semester units or 54 quarter units for course work taken in an accredited college is transferable toward the associate degree. Credit for extension courses is not automatically transferable.

Admissions Procedures

1. Send to the Director of Admissions. Mount St. Mary's College, 12001 Chalon Road, Los Angeles,

California 90049, the following items:

- a. Completed application form with application fee.
 - b. A written statement of your reasons for seeking admission to the Associate Degree program.
 - c. Other information (awards, honors, etc.) if you wish.
 - d. (Foreign students). Evidence of proficiency in English and a guarantee of financial support while in college.
2. Arrange to have sent to the Director of Admissions (see above) the following:
 - a. Official transcripts of credits from schools attended. (See note above.)
 - b. SAT or ACT scores. (See note above.)
 - c. Three letters of recommendation.
 3. Arrange for a personal interview (if possible).

Associate in Arts Degree Requirements

General Requirements

1. A minimum of sixty semester hour units of credit are required with a grade point average of at least 2.0. The last 24 units immediately preceding graduation normally must be completed at Mount St. Mary's College.
2. The following courses are required:
 - a. A course in religious studies
 - b. Satisfactory completion of the American History and Institutions requirement by completing one of the following:
 - An approved course in American History
 - American Government and Institutions (L001-)
 - A comprehensive examination

- c. At least one term in Communication Skills (DO10A).
 - d. At least one term in OUTREACH by participation in one of the following:
 - Social Action
 - Fieldwork or clinical experience associated with the specialization
 - An OUTREACH term
 - e. At least one term in group counseling.
3. Fulfillment of Mount St. Mary's College bachelors program general studies requirements is strongly recommended. A wide background of study is considered important. Electives should be chosen with this in mind.

Specialization Requirements

To obtain a degree with a specialization, the particular requirements in that area must be met. Basic curricular patterns listed in this bulletin should be followed with the consent and approval of academic advisors.

Maximum Credit Load

During the first term of the freshman year, a student is encouraged to select a minimum program of courses unless her area of specialization prescribes a certain pattern, or unless her grade point average is exceptionally high.

ACADEMIC POLICIES

Degree Application

An application for a degree must be on file in the Dean's office at the beginning of the last term of study.

Dean's List

To give public recognition to academic achievement, the A.A. dean posts a list each semester with the names of full-time

students who have obtained a grade point average of 3.3 or higher for the preceding semester.

Independent Study/Directed Study

Opportunity for independent and directed study is available to qualified students. Independent study is that in which the student has responsibility for planning, implementing, and presenting the project; the faculty member approves the project, meets with the student several times in the semester, and evaluates the final results. In a directed study, the faculty member shares the responsibility with the student, generally planning the readings and/or projects and meeting with the student at least one hour each week.

Prior to registering for independent or directed study, the student discusses her plans with the sponsoring faculty member, prepares her proposal, which should include goals, methodology, bibliography, target dates, and evaluative criteria, and files an approval form for the study in the office of the dean for associate-in-arts programs.

Interterm

Full time students at Mount St. Mary's College are expected to participate in the Interterm program as part of the academic year. During the month of January, students will ordinarily concentrate on a single activity. Thus, the student should plan on devoting her full time (30-40 hours a week) to the study she chooses to pursue. Opportunities for interdepartmental work, for in-depth study in one area, for research, for internships, for experience-oriented courses, for independent study, and for travel will be available during Interterm. Opportunities are also available for students to participate in Interterm experiences at other colleges on an exchange basis.

Students are encouraged to explore interest areas both inside and outside their major department on either the Chalon or the Doheny campus.

Students should note that a maximum of six non-required units in special programs

may be counted toward the baccalaureate degree.

Students may take a maximum of four units during an Interterm session. These units are not computed with the 12-17 units which a full-time student may take during the fall or spring semesters.

Enrollment in Interterm courses is determined on a first come, first served basis. However, any sophomore who enrolls in a class during the registration period may have first preference. Students will ordinarily register for the Interterm at the same time they register for the fall semester.

Students may take Interterm courses on a grade basis (i.e., A, B, C, D, F), or a student may, with the instructor's approval, choose to take a course on a credit/no-credit basis provided the course is not taken to fulfill a program requirement. The student should make her preference known to the instructor at the beginning of the term. All courses taken during the Interterm period must be completed by the end of January. Incompletes may not be given except in extraordinary circumstances and with the consent of the dean.

Classification of Students

To be classified as a sophomore, a student must have satisfactorily completed 30 semester units (10 standard courses), or the unit equivalent.

A student with full-time status must carry 12-17 units per term. Part-time students carry less than 12 units per term. Foreign students (with non-immigrant "F-1" student status) enrolled in beginning ESL plus three academic courses per term may be considered as students with full-time status.

Unclassified students take a course or courses for academic credit without following a prescribed curriculum toward a degree. After two terms of part-time study, an unclassified student, unless exempted by the dean, makes application for admission to the college. Auditors attend class sessions regularly but are not obligated to take examinations. They receive no credit for courses audited.

Advanced Placement

Superior high school juniors or seniors who are recommended by their principals may enroll in the Advanced Placement Program. In this program, high school students may earn college credit.

Placement and Acceleration

Students who pass the Education Testing Services Advanced Placement Examination in a given field with a grade of 5, 4, or 3, will be given credit for an equivalent course provided they are properly registered at Mount St. Mary's College.

Placement Examinations

Examinations used to place a student at a level of study may result in lower levels of study being waived. No credit will be awarded as a result of these placement examinations.

Credit by Examination

Credit for specific courses listed in the catalog will be given for satisfactory completion of examinations offered by the departments. A list of departmental offerings open to credit by examination will be published each year.

Examinations will be given only at times during the academic year specified in the academic calendar.

Credit examinations will ordinarily be given only to students who are admitted to the college. Exceptions can be handled by petitioning through the office of the A.A. dean. Credit will only be awarded at the end of one semester's study at the college. After satisfactorily completing credit examinations, the student will register and receive credit for the corresponding course(s). Only "credit" (i.e. no grades) will be given for passing these examinations; no record of failures on these examinations will appear on the transcript.

An A.A. student may earn a maximum of nine units of credit by examination. The residence requirement stipulates that the last 24 units to be counted toward the degree be earned in course work.

Attendance

Since regularity and punctuality are essential to the successful pursuit of study, the number and character of student absences will be taken into account in determining academic grades. Unless proof to the contrary is furnished, an instructor will assume that an absence is without serious cause.

There is no provision for a system of allowed cuts and absences. In the case of a prolonged absence because of illness or other serious reasons, the recommendation of the A.A. dean is required for the student to be reinstated in class. Students may be dropped from a class for excessive absences when, in the opinion of the instructor, further enrollment in the class would be of little value to the student. Occasionally, a student is excused from class attendance by the A.A. dean in order to represent the college at some function. The student should inform her instructors of such excused absences and secure from them assignments for the next class.

Special Experience Courses

Credit may be awarded for specially created courses by enrolling in SPR99, Special Experience. A student may enroll in this course a maximum of three times.

Examinations

All undergraduate students are required to take the regular course examinations.

Grades

At the end of each term, the student receives a grade in every class in which she is enrolled. The grade indicates the results of examinations, term reports, and general scholastic standing in the entire course.

A minimum grade point average (GPA) of 2.0 is required before the student can be graduated.

The student's grade point average is computed according to this scale:

- A, excellent, 4 grade points per unit
- B, good, 3 grade points per unit
- C, average, 2 grade points per unit
- D, poor but passing, 1 grade point

per unit

F, failure, 0 grade points per unit
WF, withdrawn failing, 0 grade points per unit

The following grades are not computed in the GPA:

- I, incomplete
- WP, withdrawn passing
- AU, audit
- CR, pass/credit without grade

An incomplete will remain as such unless removed by the instructor within one term/one semester. The incomplete is ignored in computing the GPA.

Transcripts

Transcripts are issued at the written request of students or graduates to the office of the registrar. The first transcript is free. All other transcripts are \$2.00 each. One week should be allowed for processing.

Full payment of all expenses incurred during a given term or semester must be made before the credit for courses taken during that term or semester will be recorded on the student's transcript.

Academic Petitions

Any academic policy or regulation (e.g., degree requirements, academic dismissal, etc.) may be waived or modified for good reason for individual students by use of a petition form. Reasons must be presented by the student. After consultation with the student, the student's advisor and department chairman as appropriate, the dean of the A.A. program has the authority to approve or disapprove any petition. The dean for academic development has the authority to approve or disapprove any petition for any academic program at Mount St. Mary's College. A copy of any approved petition must be sent to the office of the registrar to be placed in the student's permanent file.

Withdrawal

Students who withdraw from the college at any time must file a withdrawal notice in the office of the registrar. Withdrawal forms are available from the office of the

registrar. Honorable dismissal may be granted when this form is filed. Students who leave the college in good standing for one semester and do not attend another post-secondary institution in the interim period may re-enroll through the office of the registrar. Other students wishing to re-enter must file an application for readmission with the admissions office.

Withdrawal from a course without authorization results in a WF.

Probation

A student is placed on probation if she fails to maintain a 2.0 GPA for all courses undertaken in a term. A student on probation must achieve a GPA of 2.0 or higher during the following term in order to be readmitted to regular standing.

Dismissal

A student is subject to dismissal for the following reasons:

1. Failure to maintain a minimum GPA of 1.0 during any term.
2. Failure to maintain a minimum GPA of 2.0 during a probationary term.

The A.A. dean has the power to dismiss students and to suspend dismissal. She may also recommend that the Admissions Committee reinstate a dismissed student on a probationary basis.

When extenuating circumstances, such as prolonged illness, account for the student's disqualification, she may be permitted, on petition to the dean, to continue on probation until the next term.

Enrollment in the college implies willingness on the part of the student to comply with the requirements and regulations of the college. If the student fails to comply with these requirements and regulations, or if it is determined by the dean for Associate-in-Arts programs and the associate dean for student development that she is not able to benefit from the opportunities offered by the college, her withdrawal may be requested even though she is charged with no specific breach of discipline.

STUDENT LIFE

Residence Life

Prague Hall houses resident students at the Doheny Campus. It accommodates a small number of students and provides an opportunity for a group-living experience in a warm and friendly atmosphere.

Student life is largely self-regulated under the guidance of the director of residence, resident assistants, and the student residence council. Every effort is made to allow the student privacy while providing opportunities for a good community-living experience.

If other students wish, they may request a list of approved local residence facilities from the director of residence at the Doheny Campus.

Health Services. Students at the Doheny Campus have available to them the full scope of health services offered by the Student Health Center of the University of Southern California. It is mandatory for all Doheny students to have a preliminary statement of health submitted to the USC Student Health Center. To use the health service, students show their MSMC identification cards. They must provide their own transportation to the nearby USC Campus. This service is an experimental project. The decision for continuing the program in the future will be based on research by the Director of the USC Health Center in cooperation with Mount St. Mary's College.

Insurance. All students living away from home are required to carry sickness insurance. This rule applies even if students are living with relatives if these are not their legal guardians. Evidence of insurance coverage must be provided at the time of registration. A reasonable-priced insurance is available through the college. Application and claim forms are available at the Associate in Arts office at Doheny. The decision to take out the college insurance must be made before the second week of each term.

Student Placement Service

Students who desire part-time employment may participate in the student placement program by applying to the Financial Aid Office. Employment opportunities exist both on campus and off-campus: tutoring, clerical work, child care, sales work and others.

ASSOCIATE DEGREE SPECIALIZATIONS

— DESCRIPTIONS AND REQUIREMENTS

THE ART PROGRAM

The A.A. art program emphasis is design treated as an introduction to all forms of art. The instruction is thorough and comprehensive. Small classes allow for concentrated personal direction. Special experience courses provide field work related to each student's career goals. The program prepares students wishing to transfer to Mount St. Mary's B.A. and B.F.A. programs or to other institutions for further study. It also introduces students to the processes and techniques used in various commercial design areas.

Art courses are taught in a converted carriage house, a unique studio space and an atmosphere conducive to the making of art.

The A.A. Degree With a Specialization in Art Freshman Year

Fall Semester

ART 1	Drawing	(3)
ART 2	Design I	(3)
ENG 10A	Communication Skills	(3)
SPR 80	Group Experience	(1)
— —	Elective	(3)

Interterm

ART 7	Modern Art Survey	(3)
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Spring Semester

ART 6	Design II	(3)
ART 22	Drawing II	(3)
ENG 10B	Communication Skills	(3)
HIS/POL	American History and Institutions Requirement	(3)
SPR 60B	Outreach	(1-3)

Sophomore Year

Fall Semester

ART 4	Painting I	(3)
ART 99	Special Experience	(3)
RST	One course in religious studies	(3)
— —	Electives	(6)

Interterm

— —	Elective	(3)
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Spring Semester

ART 30A	Graphic Communication	(3)
ART 99	Special Experience	(3)
— —	Electives	(9)

Total units — 62

THE BUSINESS PROGRAM

The Associate in Arts Degree in Business is attained by completion of a two-year career-oriented program with a specialization in one of three areas: Executive Secretary, Legal Secretary, Medical Secretary.

The curriculum has been designed to meet one of the most pressing needs of business today: college-trained secretaries, able to accept responsibility, make intelligent decisions, and function as a member of a team.

The program includes courses in the SKILLS necessary for entry positions; in BUSINESS ADMINISTRATION to give the background for advancement; and in the LIBERAL ARTS to provide the "plus" of wider horizons and broader interests —

all of this in an atmosphere of support and encouragement conducive to personal growth and development.

With this preparation, graduates of the business program are ready for entry-level positions of responsibility in many areas and are equipped to advance in the business and professional world as far as their individual talents and abilities will take them.

A special feature of the business program is the internship which bridges the gap between formal education and life situations by providing work experience in a business firm, a legal office, or a health-care setting. It helps the student to develop personality and poise and to acquire good working habits. In the weekly seminar session the students evaluate experiences and develop an appreciation for and an understanding of the relationship between formal education and career success.

Requirements for admission into the business program:

1. Good records in high school business courses.
2. Well developed business skills (or adequate substitute as determined through a screening process).
3. The personal qualities needed to function well in an office or a health-care setting.

The Associate in Arts Degree with a Specialization in Business

Concentrations:

Executive Secretary

Legal Secretary

Medical Secretary

General requirements for all concentrations:

ENG 10 Communication Skills (3)

HIS/POL American History and Institutions Requirements (3)

RST One course in religious studies (3)

SPR 60B Outreach (0-1)

SPR 80 Group Experience (1)

A minimum of three courses from three of the following areas: art, literature, music, philosophy, psychology, sciences, sociology

Requirements for the Executive Secretary concentration:

BUS 4	Introduction to American Business	(3)
BUS 5	Business Law	(3)
BUS 15	Principles of Accounting	(3)
BUS 20	Office Administration	(3)
BUS 21	Business Communications	(3)
BUS 22AB	Advanced Typewriting	(2-2)
BUS 23	Mathematics for Business	(3)
BUS 24AB	Shorthand Transcription	(3-3)
BUS 25	Machine Transcription	(2)
BUS 26	Adding and Calculating Machines	(1)
BUS 85	Business Management	(3)
BUS 90	Business Internship	(3)
ECO 3	Principles of Economics	(3)
ECO 44	Personal Finance	(3)
MTH 9	Introduction to Computer Processes	(3)

Requirements for the Legal Secretary concentration:

BUS 4	Introduction to American Business	(3)
BUS 5	Business Law	(3)
BUS 15	Principles of Accounting	(3)
BUS 20	Office Administration	(3)
BUS 21	Business Communications	(3)
BUS 22AB	Advanced Typewriting	(2-2)
BUS 23	Mathematics for Business	(3)
BUS 24AB	Shorthand Transcription	(3-3)
BUS 25	Machine Transcription	(2)
BUS 27	Legal Secretarial Procedures	(3)
BUS 85	Business Management	(3)
BUS 90	Business Internship	(3)
ECO 3	Principles of Economics	(3)
ECO 44	Personal Finance	(3)
MTH 9	Introduction to Computer Processes	(3)

Requirements for the Medical Secretary concentration:

BUS 4	Introduction to American Business	(3)
BUS 5	Business Law	(3)
BUS 15	Principles of Accounting	(3)
BUS 20	Office Administration	(3)
BUS 21	Business Communications	(3)
BUS 22AB	Advanced Typewriting	(2-2)
BUS 23	Mathematics for Business	(3)
BUS 24AB	Shorthand Transcription	(3-3)
BUS 25	Machine Transcription	(2)
BUS 28	Medical Secretarial Procedures	(3)
BUS 85	Business Management	(3)
BUS 90	Business Internship	(3)
ECO 3	Principles of Economics	(3)
ECO 44	Personal Finance	(3)
MTH 9	Introduction to Computer Processes	(3)

Total number of units for each concentration — 64-67

THE LIBERAL ARTS PROGRAM

The liberal arts option is available to students who are working to develop career plans. This option provides further experience in a variety of disciplines so that a student has maximum freedom to design her own program with the assistance of her advisor. General associate degree requirements must be met within this program.

THE NURSING PROGRAM

The associate degree program offers a two-year course in nursing which combines general studies and clinical nursing courses during both years. The content of nursing courses is based upon the Roy Adaptation Level Theory of Nursing. Upon completion of the program, the student is granted the Associate in Arts degree and is eligible to write the licensing examinations to practice as a registered nurse and to use the title R.N.

Requirements for Admission to the Program

In addition to meeting the general admission requirements, acceptance into the

Department of Nursing is determined by the Admission Committee of the department. Admission is based upon a consideration of the student's academic achievement, personality, health, and aptitude for the nursing profession. There is a formal review of the student's high school record and grade point average, College Entrance Examination scores, previous college experience (if any), letters of recommendation and a personal interview.

In order to be eligible for review, applicants must have achieved a minimum of 2.5 (C+) grade point average in high school. Students who intend to major in nursing are required to take two high school laboratory science courses, including chemistry and either physics or a biological science. Students who have had previous college experience must also have achieved a 2.5 cumulative grade point average.

A student earning a C- grade in a nursing course may be placed on departmental probation, and is expected to remove the probationary status by the following semester. A student will be required to withdraw from the program who receives a D or F in a nursing course or a course required by the department, i.e., anatomy and physiology, microbiology, sociology, and psychology. Reinstatement will be granted only by special action of the Admissions Committee of the Nursing Department.

During the clinical portion of the program, students must carry malpractice insurance obtained through the Student Nurse Association of California organization.

If a student's level of clinical practice is unsatisfactory or unsafe, the student may be asked to withdraw before the end of the semester.

A program exists for LVNs who have the general studies requirements of the first year to challenge first year nursing courses and move directly into the second year.

The course NUR 40 is taken prior to beginning the second year course.

The A.A. Degree With a Major in Nursing

Requirements:

Freshman Year		
BIO 41AB	Human Physiology and Anatomy	(4-4)
CST 10	Human Nutrition	(3)
ENG 10A	Communication Skills	(3)
ENG 11	Communication Skills for the Medical Profession	(3)
NUR 10AB	Nursing Science	(6-6)
NUR 20A	Medical Science	(3)
PSY 1	General Psychology	(3)
Sophomore Year		
BIO 3	General Microbiology	(4)
	American History Requirement	(3)
NUR 11AB	Nursing Science	(7-8)
NUR 13	Sophomore Seminar	(2)
NUR 20BC	Medical Science	(3-3)
	Religious Studies (1 course)	(3)
SOC 1	Sociological Perspectives	(3)

Total units in Nursing — 38

THE PRE-SCHOOL TEACHING PROGRAM

The Associate Degree Program with a specialization in Pre-School Teaching is the first step in the career-ladder program in teaching offered by Mount St. Mary's College. The two-year program leads to the A.A. degree with a Child Center Teacher Permit on a partial fulfillment basis.

The two-year program at the Doheny Campus fulfills the requirements for a Child Center Instructional Permit with postponement of requirements. These requirements as established by the Commission for Teacher Preparation and Licensing and the State Board of Education are the following:

- a. Sixty semester hours of course work, including at least twelve semester hours related to the major;
- b. Field work course in a pre-school program.

This permit is valid for two years and may be renewed for successive two-year periods if, during these periods, the student

takes a minimum of four units in a subject field related to the major.

At the end of the two-year program, the student may begin to teach in a children's center (pre-kindergarten) or transfer to the four-year program at the Chalon Campus to complete a bachelor of arts degree with a major in child development which qualifies the student for the Children's Center Teaching Permit. Another alternative is to transfer to the Chalon Campus to complete the requirements for the bachelor of arts degree with a diversified major and the preliminary Multi-Subject Teaching Credential. The fifth year requirements for this credential could be met with the Specialist Teaching Credential — Early Childhood Education. For other California Teaching Credentials and for a description of the graduate programs leading to a master of science in education degree, see the Graduate Section of this bulletin.

The Associate Degree Program

The teacher of the pre-school child must have ability of a special sort. She must be able to establish rapport with the very young child and his family, and she must be able to sustain him in his needs. To do this, she needs wide knowledge and a mastery of the tools of learning. Course work, including observation and supervised teaching, is designed to achieve these basic goals within a two-year period.

Criteria for Admission Into the Pre-School Teaching Program

Students entering this program must meet the general admission requirements of the associate degree program. Academic ability, health, personality, and ability in basic skills (reading, arithmetic, language, handwriting, and spelling) are all considered. Letters of recommendation and the personal interview are important.

**The A.A. Degree with a
Specialization in Pre-School
Teaching**

Freshman Year

Fall Semester

ART 45	Creative Art Experience	(3)
EDU 31	Introduction to Early Childhood Education	(3)
ENG 10A	Communication Skills	(3)
ENG 34	Pre-School Literature	(3)
PSY 1	General Psychology	(3)
SPR 80	Group Experience	(1)

Interterm

— —	Elective	(3)
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Spring Semester

EDU 33	Language Development of the Child	(3)
MUS 31	Music for the Young Child	(3)
PSY 13	Early Child Development	(3)
SOC 5	Sociological Perspectives	(3)
— —	Elective	(3)

Sophomore Year

Fall Semester

EDU 35A	Cognition and the Young Child	(3)
HIS/POL	American History and Institutions Requirement	(3)
PHI	One course in philosophy	(3)
SOC 4	The Family	(3)
— —	Elective	(3)

Interterm

EDU 35B	Creativity and the Young Child	(3)
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Spring Semester

CST 9	Maternal and Child Nutrition	(3)
EDU 333	Supervised Practicum — Pre-School	(4)
RST	One course in religious studies	(3)
— —	Elective	(3)

**The A.A. Degree With a
Specialization in Pre-School
Teaching — Bilingual**

(Spanish)

Freshman Year

Fall Semester

EDU 31	Introduction to Early Childhood Education	(3)
ENG 10A	Communication Skills	(3)
ENG 34	Pre-School Literature	(3)
PSY 1	General Psychology	(3)
SPA	One course in Spanish	(3)
SPR 80	Group Experience	(1)

Interterm

— —	Elective	(3)
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Spring Semester

EDU 33	Language Development of the Child	(3)
MUS 31	Music for the Young Child	(3)
PSY 13	Child Development	(3)
SOC 5	Sociological Perspectives	(3)
SPA	One course in Spanish	(3)

Sophomore Year

Fall Semester

ART 45	Creative Art Experience	(3)
EDU 35A	Cognition and the Young Child	(3)
HIS/POL	American History and Institutions Requirement	(3)
PHI	One course in Philosophy	(3)
SPA	One course in Spanish	(3)

Interterm

EDU 35B	Creativity and the Young Child	(3)
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Spring Semester

CST 9	Maternal and Child Nutrition	(3)
EDU 333	Supervised Practicum — Pre-School	(4)
RST	One course in Religious Studies	(3)
SPA	One course in Spanish	(3)

THE TRANSFER PROGRAM

A student may begin her college work on the Doheny Campus with the intention of transferring to the Chalon Campus. In this case she enrolls in the transfer program and works out her program in close cooperation with her advisor. She fulfills MSMC general studies requirements, lower division prerequisites for her intended major, and general associate in arts requirements. If she intends to apply for the A.A. degree, she also fulfills A.A. program requirements.

**BACHELORS
DEGREE
PROGRAMS**

BACCALAUREATE DEGREES

Bachelors Degrees

Mount St. Mary's College confers the following baccalaureate degrees:

The Bachelor of Arts

with majors in
American Studies
Art
Biological Sciences
Business
Chemistry
Child Development
English
French
History
Mathematics
Music
Philosophy
Political Science
Psychobiology
Psychology
Social Science
Sociology
Spanish
and the
Diversified Major (for elementary
teaching credential students)

The Bachelor of Science

with majors in
Biochemistry
Biological Sciences
Chemistry
Consumer Studies
Nursing
Psychobiology

The Bachelor of Music

with a major in Music

The Bachelor of Fine Arts

with a major in Art

ADMISSIONS

Freshman Standing

Scholastic requirements: Applicants must be graduates of an accredited high school and have successfully completed a college preparatory program which usually includes the following: history, English composition and literature, algebra and geometry, a laboratory science, a foreign language, an advanced course in either mathematics, science, or foreign language. The student should have an average of B or better in these college preparatory courses.

Procedure for admission to freshman standing:

Forward the following to the Director of Admissions, Mount St. Mary's College, 12001 Chalon Road, Los Angeles 90049:

1. Complete application form with an application fee of \$20.00, which is not refundable nor applicable to tuition.
2. High school transcript. Transcripts submitted become the property of Mount St. Mary's College and cannot be returned to the applicant.
3. Scores on the Scholastic Aptitude Test (SAT) or American College Test (ACT). Arrangements to take the SAT are made by writing to the College Entrance Examination Board, Box 1025, Berkeley, California 94701, or Box 592, Princeton, New Jersey 08540. Arrangements to take the ACT are made by writing Registration Dept., American College Testing Program, Box 414, Iowa City, Iowa 52240.
4. Three letters of recommendation. The forms for these will be provided.
5. Health form completed by the family physician. All students must be immunized against diphtheria, tetanus, and polio within the year preceding admission, and must submit the results of a recent chest X-ray.

6. Foreign students must present evidence of proficiency in oral and written English by satisfactory scores on the TOEFL test or satisfactory completion of the ninth level at ELS, as well as guarantee of financial support.

Honors at Entrance:

Applicants who have at least a 3.3 GPA in academic subjects in high school and who score a minimum of 1150 on the CEEB Aptitude Test or 26 on the ACT test, or applicants who have been recommended by the Honors Committee, are awarded Honors at Entrance.

Advanced Standing

An applicant who has taken any college level classes since graduation from high school must apply for admission to advanced standing as a transfer student. A previous college record may not be disregarded.

Scholastic requirements:

1. The transfer student who, as a high school graduate, was qualified for admission as a freshman may be admitted to advanced standing with a cumulative GPA of at least 2.25 for all transferable college work attempted.
2. The transfer student who, as a high school graduate, was not qualified for admission as a freshman may be admitted to advanced standing after completing a minimum of 30 units with a cumulative GPA of at least 2.25.

Procedure for admission to advanced standing as a transfer student:

Forward the following to the Director of Admissions, Mount St. Mary's College, 12001 Chalon Road, Los Angeles 90049:

1. Complete application form with an application fee of \$20.00 which is not refundable nor applicable to tuition.
2. Transcripts of credits. College transfer students should request the Registrar of each college they

have attended to forward two copies of their transcript, including work in progress, directly to the Admissions Office. A copy of their high school transcript should also be forwarded if available. Transcripts submitted become the property of Mount St. Mary's College and cannot be returned to the applicant.

3. Scores on the Scholastic Aptitude Test (SAT) or American College Test (ACT). Generally transfer students who have completed 30 or more transferable units of college credit need not provide SAT or ACT results. Arrangements to take the SAT are made by writing to the College Entrance Examination Board, Box 1025, Berkeley, California 94701, or Box 592, Princeton, New Jersey 08540. Arrangements to take the ACT are made by writing to Registration Dept., American College Testing Program, Box 414, Iowa City, Iowa 52240.
4. Three letters of recommendation. The forms for these will be provided.
5. Health form completed by the family physician. All students must be immunized against diphtheria, tetanus, and polio within the year preceding admission, and must submit the results of a recent chest X-ray.
6. Foreign students must present evidence of proficiency in oral and written English by satisfactory scores on the TOEFL test or satisfactory completion of the ninth level at ELS, as well as guarantee of financial support.

Transfer Credit

Credit for courses taken in other accredited colleges or universities prior to matriculation at Mount St. Mary's College is transferable provided that (1) the transferred courses satisfy curriculum requirements at Mount St. Mary's College, and (2) the courses are transferred prior to fulfillment of senior residence.

Once admitted to and enrolled in the college, the student is normally expected to pursue study only at Mount St. Mary's College.

A student seeking an exception to this policy must file a Transfer of Credit Clearance with all approvals in the office of the registrar prior to registration in courses for which approval has been obtained.

Credit for extension courses is not automatically transferable.

ACADEMIC POLICIES

Degree Requirements

1. Completion of at least 129 semester units (43 standard courses) with a grade point average of 2.0 (C average) for all college work undertaken at Mount St. Mary's College. A minimum of 45 semester units (15 standard courses) must be in upper division work.
2. Completion of a major, as designated by the major department, with a maximum of 15 courses in one field.
3. Satisfaction of the senior residence requirement: a minimum of 24 units at Mount St. Mary's College immediately preceding graduation. Regular courses in the major must be taken during this period.
4. Completion of the California State Requirement in the United States History and the principles of American Institutions under the federal and state constitutions. Mount St. Mary's College students fulfill this requirement by completion of the college requirement in Contemporary Political Experience. If a student completes this California requirement at another collegiate institution within the state prior to matriculation at Mount St. Mary's College, she has fulfilled this state requirement. Completion

of the state requirement at another collegiate institution within the state does not necessarily fulfill the Mount St. Mary's College Contemporary Political Experience requirement. If a student partially completes the California state requirement at another collegiate institution within the state prior to matriculation at Mount St. Mary's College, she then completes the requirement at Mount St. Mary's College through the Contemporary Political Experience.

5. Completion of a Mount St. Mary's College General Studies Program.

THE GENERAL STUDIES PROGRAM

The current schedule of classes will indicate courses offered for General Studies credit.

GENERAL STUDIES REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE

- **Required:** A minimum of 27 units selected from three divisions: Humanities, Natural Sciences, and Social and Behavioral Sciences; only nine units of general studies credit allowed in the student's major division.

DIVISION I: HUMANITIES

- | | |
|--|--|
| AREAS: Art
Cultural History
Literature
Music | <ul style="list-style-type: none"> • Required: 6 to 15 units in two areas outside the student's major field. |
|--|--|

DIVISION II: NATURAL SCIENCES

- | | |
|--|--|
| AREAS: Biological Sciences
Chemistry
Mathematics
Physics and Physical Sciences | <ul style="list-style-type: none"> • Required: 6 to 15 units in two areas outside the student's major field. |
|--|--|

DIVISION III: SOCIAL AND BEHAVIORAL SCIENCES

- | | |
|---|--|
| AREAS: Economics
History
Political Science
Psychology
Sociology and Anthropology | <ul style="list-style-type: none"> • Required: 6 to 15 units in two areas outside the student's major field. |
|---|--|

PHILOSOPHY

- **Required:** 9 units, 6 of which should be lower division.

RELIGIOUS STUDIES

- **Required:** 9 units.
Recommended: Introductory course in Scripture.

REQUIREMENTS WHICH MAY BE SATISFIED BY EXAMINATION OR BY COURSE WORK:

- CONTEMPORARY POLITICAL EXPERIENCE REQUIREMENT
- FOREIGN LANGUAGE REQUIREMENT
- WRITING COMPETENCY REQUIREMENT

See additional information on these requirements.

GENERAL STUDIES REQUIREMENTS FOR THE BACHELOR OF FINE ARTS DEGREE

DIVISION I: HUMANITIES AREAS: Cultural History • Required: 6 units. Literature Music	
DIVISION II: NATURAL SCIENCES AREAS: Biological Sciences • Required: 6 units. Chemistry Mathematics Physics and Physical Sciences	
DIVISION III: SOCIAL AND BEHAVIORAL SCIENCES AREAS: Economics • Required: 6 units History Political Science Psychology Sociology and Anthropology	
PHILOSOPHY • Required: 9 units, six of which should be lower division.	RELIGIOUS STUDIES • Required: 9 units. Recommended: Introductory course in Scripture.
REQUIREMENTS WHICH MAY BE SATISFIED BY EXAMINATION OR BY COURSE WORK: • CONTEMPORARY POLITICAL EXPERIENCE REQUIREMENT • WRITING COMPETENCY REQUIREMENT See additional information on these requirements.	

GENERAL STUDIES REQUIREMENTS FOR THE BACHELOR OF MUSIC DEGREE

DIVISION I: HUMANITIES AREAS: Art • Required: 6 units. Cultural History Literature	
DIVISION II: NATURAL SCIENCES AREAS: Biological Sciences • Required: 3 units. Chemistry Mathematics Physics and Physical Sciences	
DIVISION III: SOCIAL AND BEHAVIORAL SCIENCES AREAS: Economics • Required: 6 units. History Political Science Psychology Sociology and Anthropology	
PHILOSOPHY • Required: 9 units, 6 of which should be lower division	RELIGIOUS STUDIES • Required: 9 units. Recommended: Introductory course in Scripture.
REQUIREMENTS WHICH MAY BE SATISFIED BY EXAMINATION OR BY COURSE WORK: • CONTEMPORARY POLITICAL EXPERIENCE REQUIREMENT • WRITING COMPETENCY REQUIREMENT See additional information on these requirements.	

GENERAL STUDIES REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE

• Required: A minimum of 27 units selected from three divisions: Humanities, Natural Sciences, and Social and Behavioral Sciences; only nine units of general studies credit allowed in the student's major division.	
DIVISION I: HUMANITIES AREAS: Art Cultural History Literature Music • Required: 6 to 15 units in two areas outside the student's major field.	
DIVISION II: NATURAL SCIENCES AREAS: Biological Sciences Chemistry Mathematics Physics and Physical Sciences • Required: 6 to 15 units in two areas outside the student's major field.	
DIVISION III: SOCIAL AND BEHAVIORAL SCIENCES AREAS: Economics History Political Science Psychology Sociology and Anthropology • Required: 6 to 15 units in two areas outside the student's major field.	
PHILOSOPHY • Required: 9 units, 6 of which should be lower division.	RELIGIOUS STUDIES • Required: 9 units. Recommended: Introductory course in Scripture.
REQUIREMENTS WHICH MAY BE SATISFIED BY EXAMINATION OR BY COURSE WORK: • CONTEMPORARY POLITICAL EXPERIENCE REQUIREMENT • WRITING COMPETENCY REQUIREMENT See additional information on these requirements.	

Areas in Which Requirements Can Be Satisfied by Examination OR Course Work:

1. Contemporary Political Experience (0-3 units).

Mount St. Mary's College requires that students fulfill by examination or course work a study of contemporary American political institutions and their conceptual framework on the federal and state levels. This college requirement satisfies the California state requirement in American History and Institutions (AHI).

Students may choose one of the following ways to satisfy the Contemporary Political Experience (CPE) requirement:

- Satisfactory performance in a comprehensive examination.
- Satisfactory completion of one of the following courses: HIS 7GHI, HIS 17, HIS 27, HIS 75/175, HIS 117, HIS 179, POL I, POL 75/175, POL 107, POL 108, POL 116, POL 70/170, ECO 107.
- Satisfactory completion of any other course designated in the current schedule of classes as fulfilling the requirement.

2. Foreign Language (0-9 units).

This requirement may be fulfilled in one of the following ways:

- Successfully passing a proficiency examination at the level equivalent to completion of the third semester of college language. This examination is to be administered either by Mount St. Mary's College or by an approved testing center.
- Study of one of the following foreign languages — French, Spanish — to the completion of level three (three semesters of college language study). The beginning course for each student is to be determined by a placement examination administered several days before registration each fall term.

Students whose native language is not English have another alternative. They may satisfy the requirement by demonstrating full academic proficiency in English as a second language. Full academic proficiency is equivalent to (1) passing the TOEFL examination with scores above level nine; or (2) sequential work in ESL to raise student performance to level nine or above.

In the case of a bilingual or multilingual student, the Department of Foreign Languages will determine which is the student's first, or native language, and which is the second, or foreign language.

3. Writing Competency (0-4 units).

The student may fulfill the writing competency requirement by successfully completing D001AB College Writing. This course (4 units) continues during the fall and spring terms of the freshman year (excluding Interterm). Ordinarily, a student will have the same professor for both parts of the course, although it is possible to change for a good reason.

Examination. Students may request to take the Writing Competency Test which will be administered before the fall registration. They may request to take a competency test before the spring term segment of the course if they think they should be exempt from ENG 1B. If they pass these tests, they are exempt from the course in College Writing.

Students whose native language is not English and who have not yet acquired full academic proficiency in English fulfill the writing competency requirement by successfully completing ENG 105J and prerequisite courses. Students whose native language is not English but who have acquired full academic proficiency in English fulfill the writing competency requirement in one of two ways:

- by passing an examination to demonstrate college level writing competency in English.
- by successfully completing ENG 1AB.

Academic Advisement

All freshman and sophomore students receive academic advisement from faculty members who are selected and prepared as general studies advisors. These advisors assist and guide the student in planning and carrying out a program of studies based on the guidelines of the general studies program and the requirements of her proposed major field. Ordinarily, the student will have the same advisor until the end of her sophomore year, at which time she applies to and is accepted by a major department. Upper division students are advised by members of the department in which they are majoring.

Advisors are available for consultation at all registration periods and at other times by appointment.

Choice of Major

Final declaration of a major is not required until the middle of the spring term of the sophomore year. Approval of the departmental chairman is required. Students who fail to attain a GPA of 2.0 (C average) in work taken in the prerequisites for the major may, at the option of the department, be denied the privilege of entering that major. The student must maintain a GPA of 2.0 (C average) in all her major courses. After entering the junior or senior year, a student may change a major only with the consent of the chairman of the department to which she is transferring.

Degree Application

An application for degree must be on file in the office of the registrar before the beginning of the last term of residence.

Honors

Dean's List

To give public recognition to academic achievement, the academic dean posts a list each term with the names of full-time students who have obtained a grade point average of 3.3 or higher for the preceding term.

Honor Societies:

- Alpha Mu Gamma
 - National Foreign Language Honor Society
- Delta Epsilon Sigma
 - National Catholic Honor Society
- Kappa Gamma Pi
 - National Catholic Women's Honor Society
- Lambda Iota Tau
 - National Literature Honor Society
- Phi Alpha Theta
 - International History Honor Society
- Pi Delta Phi
 - National French Honor Society
- Pi Gamma Mu
 - National Social Science Honor Society
- Pi Theta Mu
 - Service Honor Society
- Sigma Delta Pi
 - National Spanish Honor Society

Graduation With Honors:

Summa cum laude shall be granted to a student who has received a cumulative grade point average of 3.8 or higher.

Magna cum laude shall be granted to a student who has received a cumulative grade point average of 3.5 to 3.79.

Cum laude shall be granted to a student who has received a cumulative grade point average of 3.3 to 3.49.

The overall GPA at the beginning of the last term of academic work is used in determining honors. To be eligible, the student must have completed four semesters of full-time study at Mount St. Mary's College. The student's grade point average will be calculated on the basis of grades earned at Mount St. Mary's College as well as grades transferred into the college at the time of matriculation. Courses taken at another institution after matriculation are not counted into the student's grade point average.

Independent Study/Directed Study

Opportunity for independent and directed study is available to qualified

students. In independent study, the student has responsibility for planning, implementing, and presenting the project; the faculty member approves the project, meets with the student several times in the term, and evaluates the final results. In directed study, the faculty member shares the responsibility with the student, generally planning the readings and/or projects and meeting with the student at least one hour each week.

Prior to registering for independent or directed study, the student discusses plans with the sponsoring faculty member, prepares a proposal which should include goals, methodology, bibliography, target dates, and evaluative criteria, and files an approval form for the projected study in the office of the academic dean.

Interterm

Full-time students at Mount St. Mary's College are expected to participate in the Interterm program as part of the academic year. During the month of January, students will ordinarily concentrate on a single activity. Thus, the student should plan on devoting her full time (30-40 hours a week) to the study she chooses to pursue. Opportunities for interdepartmental work, for in-depth study in one area, for research, for internships, for experience-oriented courses, for independent study, and for travel will be available during Interterm. Opportunities are also available for students to participate in Interterm experiences at other colleges on an exchange basis.

Students are encouraged to explore interest areas both inside and outside their major department on either the Chalon or the Doheny campus. A maximum of two Interterm courses (during the four years) may be taken in any one department. Students should also note that a maximum of six non-required units in special programs may be counted towards a degree.

A maximum of four units may be taken during an Interterm session. These units are not computed with the 12-17 units which a full-time student is allowed to

take during the fall term or during the spring term.

Enrollment in Interterm courses will be determined on a first come, first serve basis. However, any senior who enrolls in a class during the registration period may have first preference. Students will ordinarily register for the Interterm at the same time they register for the fall term.

Interterm courses may be taken on a grade basis (i.e. A, B, C, D, F). Or a student may, with the instructor's approval, choose to take a course on a credit/no-credit basis provided the course is not taken to fulfill a general studies requirement. The student should make her preference known to the instructor at the beginning of the term. All courses taken during the Interterm period must be completed by the end of January. Incompletes may not be given except in extraordinary circumstances and with the consent of the dean.

Classification of Students

To be classified as a sophomore, a student must have satisfactorily completed 30 semester units (10 standard courses), or the unit equivalent; as a junior, 60 semester units (20 standard courses); as a senior, 90 semester units (30 standard courses).

A student with full-time status must carry 12-17 units per term. Part-time students carry less than 12 units per term. Foreign students (with nonimmigrant "F-1" student status) enrolled in beginning ESL plus three academic courses per term may be considered as students with full-time status.

Unclassified students take a course or courses for academic credit without following a prescribed curriculum toward a degree. After two terms of part-time study, an unclassified student, unless exempted by the dean, makes application for admission to the college. Auditors attend class sessions regularly but are not obligated to take examinations. They receive no credit for courses audited.

Ordinarily, a student should be a sophomore before enrolling in upper division courses.

Advanced Placement for High School Students

Superior high school juniors or seniors who are recommended by their principals may enroll in the Advanced Placement Program. In this program, high school students may earn college credit.

Junior Year Abroad

Mount St. Mary's College offers several opportunities for foreign study during one or both terms of the junior year. Arrangements have been made with the following foreign universities to accept students from Mount St. Mary's and to transfer their grades: La Universidad Iberoamericana, Mexico City, Mexico; Laval University, Quebec, Canada; The Institute of European Studies, Vienna, Austria.

Students who wish to take part in this program must obtain the approval of the academic dean and the chairman of their major department. They must qualify by a grade point average of 2.5. If they plan to attend classes in which the lectures are given in a foreign language, they should have sufficient proficiency in that language before entering the program.

To facilitate transfer of credits from foreign universities, students should observe the following procedure:

1. Work out, with the assistance of their advisors, an acceptable program of courses for the year; a record of the approved program is kept on file in the office of the academic dean.
2. Maintain status as MSMC students by registering in the office of the registrar for the year abroad; the fee for registration is \$35.00 per semester.
3. Register as regular students at the foreign university and request that transcripts of credits be sent to the registrar at Mount St. Mary's College; courses taken abroad are treated in the same manner as other transfer courses.

Further information may be obtained from the office of the academic dean.

Educational Alternatives Program

The Educational Alternatives Program is available to the student interested in giving further creative direction to her own education. The EAP student is encouraged to utilize alternative modes of education and to assume leadership in initiating educational and cultural experiences. Admission to EAP presumes the ability on the part of the student to engage in independent study. Freshmen are eligible to apply for membership after the successful completion of their first semester at Mount St. Mary's College.

With the approval of the academic dean, EAP students of demonstrated ability may also apply to earn a bachelors degree in an individually constructed program of study directed by a board of three faculty members.

ROTC

Through a cross-town agreement, Mount St. Mary's College students may take part in the Loyola-Marymount University Air Force ROTC program. (See courses listed under Aerospace Studies.)

The Army ROTC program is available to qualified Mount St. Mary's College students through agreement with UCLA.

Further information may be obtained from the office of the academic dean.

Placement and Acceleration

ETS Advanced Placement

Students who pass the Education Testing Services Advanced Placement Examination in a given field with a grade of 5, 4, or 3, will be given credit for an equivalent course provided they are properly registered at Mount St. Mary's College.

Placement Examinations

Examinations used to place a student at a level of study may result in lower levels of study being waived. No credit will be awarded as a result of these placement examinations.

Credit by Examination

Credit for specific courses listed in the catalog will be given for satisfactory completion of examinations offered by the departments. A list of departmental offerings open to credit by examination will be published each year.

Examinations will be given only at times during the academic year specified in the academic calendar.

Credit examinations will ordinarily be given only to students who are admitted to the college. Exceptions can be handled by petitioning through the office of the academic dean. Credit will only be awarded at the end of one semester's study at the college. After satisfactorily completing credit examinations, the student will register and receive credit for the corresponding course(s). Only "credit" (i.e. no grades) will be given for passing these examinations; no record of failures on these examinations will appear on the transcript.

A student may earn a maximum of 30 units of credit by examination. (The residence requirement stipulates that the last 24 units to be counted toward the degree be earned in course work.)

Attendance

Since regularity and punctuality are essential to the successful pursuit of study, the number and character of student absences will be taken into account in determining academic grades. Unless proof to the contrary is furnished, an instructor will assume that an absence is without serious cause.

There is no provision for a system of allowed cuts and absences. In the case of a prolonged absence because of illness or other serious reasons, the recommendation of the academic dean is required for the student to be reinstated in class. Students may be dropped from a class for excessive absences when, in the opinion of the instructor, further enrollment in the class would be of little value to the student. Occasionally, a student is excused from class attendance by the academic dean in order to represent the

college at some function. The student should inform her instructors of such excused absences and secure from them assignments for the next class.

Examinations

All undergraduate students are required to take the regular course examinations.

Grades

At the end of each term, the student receives a grade in every class in which she is enrolled. The grade indicates results of examinations, term reports, and general scholastic standing in the entire course.

A minimum grade point average (GPA) of 2.0 is required in lower division work before a student can be granted junior standing. The same GPA is required in upper division work before the student can be graduated.

The student's grade point average is computed according to this scale:

- A, excellent, 4 grade points per unit
- B, good, 3 grade points per unit
- C, average, 2 grade points per unit
- D, poor but passing, 1 grade point per unit
- F, failure, 0 grade points per unit
- WF, withdrawn failing, 0 grade points per unit

The following grades are not computed in the GPA:

- I, incomplete
- WP, withdrawn passing
- AU, audit
- CR, pass/credit without grade

An incomplete will remain as such unless removed by the instructor within one term/one semester. The incomplete is ignored in computing the GPA.

Sophomores, juniors, and seniors are permitted to take upper-division electives on a pass/fail basis.

Transcripts

Transcripts are issued at the written request of students or graduates to the office of the registrar. The first transcript is free. All other transcripts are \$2.00 each.

One week should be allowed for processing.

Full payment of all expenses incurred during a given term or semester must be made before the credit for courses taken during that term or semester will be recorded on the student's transcript.

Academic Petitions

Any academic policy or regulation (e.g., degree requirements, academic dismissal, etc.) may be waived or modified for good reason for individual students by use of a petition form. Reasons must be presented by the student. After consultation with the student, the student's advisor and department chairman as appropriate, the program dean (i.e. dean of the A.A. program, dean of the graduate division, etc.) has the authority to approve or disapprove any petition. The dean for academic development has the authority to approve or disapprove any petition for any academic program at Mount St. Mary's College. A copy of any approved petition must be sent to the office of the registrar to be placed in the student's permanent file.

Withdrawal

Students who withdraw from the college at any time must file a withdrawal notice in the office of the registrar. Withdrawal forms are available from the office of the academic dean. Honorable dismissal may be granted when this form is filed. Students who leave the college in good standing for one semester and do not attend another postsecondary institution in the interim period may re-enroll through the office of the registrar. Other students wishing to re-enter must file an application for readmission with the admissions office.

Withdrawal from a course without authorization results in a WF.

Probation

A student is placed on probation if she fails to maintain a 2.0 GPA for all courses undertaken in a term. A student on probation must achieve a GPA of 2.0 or

higher during the following term in order to be readmitted to regular standing.

Dismissal

A student is subject to dismissal for the following reasons:

1. Failure to maintain a minimum GPA of 1.0 during any term.
2. Failure to maintain a minimum GPA of 2.0 during a probationary term.

The academic dean has the power to dismiss students and to suspend dismissal. She may also recommend that the Admissions Committee reinstate a dismissed student on a probationary basis.

When extenuating circumstances, such as prolonged illness, account for the student's disqualification, she may be permitted, on petition to the academic dean, to continue on probation until the next term.

Enrollment in the college implies willingness on the part of the student to comply with the requirements and regulations of the college. If the student fails to comply with these requirements and regulations, or if it is determined by the dean for academic development and the dean for student development that she is not able to benefit from the opportunities offered by the college, her withdrawal may be requested even though she is charged with no specific breach of discipline.

STUDENT DEVELOPMENT

Mount St. Mary's College provides students with programs and experiences conducive to continuing personal development and development in Christian living. Integral to the student development program is the enhancement of an atmosphere of close interrelation among students, faculty, administration and staff.

Student Activities

Students are encouraged to become members of various college committees where, with members of the faculty and administration, they may contribute to the policy and procedures involved in their own educational process.

To foster interest in the special fields which students are pursuing and to supply the broadening experience which organized discussions and planned programs furnish, various clubs have been established. There are religious, service, departmental, professional, social and honorary organizations to meet the interests of all students. Professional student affiliations include the Student California Teachers' Association, Student Nurses' Association of California, Lambda Omicron Chi (Home Economics), and the American Chemical Society Student Affiliates. In addition, students are encouraged to participate in student government, publications, social and sports activities.

Orientation

A live-in orientation program for freshman and transfer students is coordinated by a student-faculty orientation committee which commences its planning several months prior to the opening of school in the fall.

Students are invited to live on campus during orientation week. Living-in encourages participation in the many activities planned, helps the students become familiar with the campus before classes begin, provides an opportunity for students to meet the faculty and administration during informal gatherings, and allows ample time for academic advisement and preregistration. Off-campus trips to Westwood, Santa Monica and the nearby community are also offered to help familiarize the new students with the area.

Counseling Services

Students at Mount St. Mary's College may find assistance in an atmosphere of responsible freedom in one or more counseling situations. Counseling may

range anywhere from a fifteen-minute informational chat with an instructor on the campus to a long-term therapy as a result of a referral to an outside resource through the college health services or the department of psychology.

Students (either individually or in a group) have the opportunity to talk over problems of concern in academic, personal, or vocational matters in an atmosphere of acceptance and in a confidential manner, with a staff of professionally trained psychologists who are also members of the teaching staff. The goals of such counseling are the realization and development of individual resources and increased self-understanding. Psychological testing is also provided when it is deemed appropriate.

Campus Ministry

Campus Ministry is a pastoral apostolate of service to members of the entire Mount Community through concern and care for persons, the proclamation of the Gospel and the celebration of the Eucharist. Campus Ministry provides for: retreats, liturgical celebrations, religious activities, counseling, interfaith discussions and social action.

The Student Placement Office

The Student Placement Office offers a variety of services and employment opportunities for enrolled students. Job opportunities on campus are available in the library, the food service, the student bookstore, the switchboard, faculty offices and other places. Jobs are filled according to students' financial need and skill. Students interested in on-campus employment are encouraged to file applications early in the Financial Aid Office and in the Student Placement Office. Off-campus jobs, including seasonal and summer employment opportunities, are posted in the Student Placement Office and Campus Center.

The Office of Career Planning

The office of career planning assists the student in finding the major or career best suited to her interests. The director of ca-

reer planning is available to discuss individual student's planning and offers seminars to provide students with the self evaluative tools, labor trend information, and job search skills that will enable them to build satisfying and influential careers. The director will also aid the student in using a research library of information on various careers related to college majors.

Residence Life

Primary emphasis in the residence halls is on a close interrelationship of students and staff to create a social situation which aids the formation of personal values and integrity. Student resident life is largely self-regulated, under the direction of the residence council which is composed of elected residence officers and floor representatives, resident assistants, faculty members in residence, and the director of residence.

In addition to the director of residence, several other staff members help to contribute to the general well-being of the resident students. These include the assistant director, a dormitory assistant, and senior students who serve as resident assistants. A religious faculty member lives on each floor of the residence halls.

The residence staff gives much time and attention to assigning rooms and roommates. They make every effort to provide a living environment which will allow the student both privacy and the freedom to develop relationships conducive to her social and educational growth.

Housing arrangements for unmarried students under the age of twenty-one are the responsibility of the students and of their parents. The college offers assistance in making these arrangements and strongly recommends that all students, especially freshmen and transfer students, consider living in one of the campus residence halls. On-campus living affords increased opportunities to develop personal relationships and to participate in the many enriching programs which Mount St. Mary's College offers.

Health Services (Chalon Campus)

The Mount St. Mary's College Health Center offers the services of a registered nurse and a part-time physician to students, administration, faculty and staff. Emphasis is placed on preventive medicine. Consultations, examinations, first aid treatment, whirlpool, ultrasonic therapy, hydrocollator therapy, clinical laboratory tests and medical counseling for various matters (e.g., weight control and skin problems) are available.

Students living away from their own homes and all nursing majors are required to carry health and accident insurance. This applies even if the student lives with relatives if these are not legal guardians. Evidence of coverage must be presented at registration. The college offers a reasonably priced insurance. Students wishing this particular coverage must obtain it before the second week of each semester.

Incoming students, freshmen and transfer, must submit the results of a recent physical examination (within the previous six months) by a private medical doctor to the Health Center prior to entrance. Thereafter, members of the college community are encouraged to avail themselves of the Health Center for yearly physical examinations and laboratory testing.

THE ALUMNAE ASSOCIATION

The Alumnae Association works toward the goals and interests of the college and toward strengthening avenues of communication and bonds of loyalty between the college and graduates of the Mount.

The Alumnae Association is a member of the Council for Advancement and Support of Education. Its members qualify for membership in the American Association of University Women; the International Federation of Catholic Alumnae; Kappa Gamma Pi, the honor society for the graduates from Catholic colleges for women;

and Delta Epsilon Sigma, honor society for graduates of Catholic universities and colleges.

BACHELORS DEGREE PROGRAMS — DESCRIPTIONS AND REQUIREMENTS

AMERICAN STUDIES

What is distinctive about American culture? What are the developing trends in American society, in public policy, in consumer behavior? What values do Americans treasure? The major in American Studies focuses on the influences of the past and present which have affected American character, experience, and institutions.

This major is of particular value to students interested in entering government service, business, economics, management, political writing, teaching, and law.

It is possible to have a double major combining American Studies with a major in English or in history. Either combination is excellent.

The B.A. Degree With a Major in American Studies

Preparation

ENG 26/126	The American Experience	(3)
HIS 7A-I	American Civilization	(9)
SOC 5	Sociological Perspectives	(3)

Recommended preparation

ECO 3	Principles of Economics	(3)
POL 10	Political Concepts	(3)

Requirements

Eight upper division courses chosen from the following areas:

Art

ART 174	History of Art: Art of the United States	(3)
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Business

BUS 4	Introduction to American Business	(3)
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English

ENG 154	Selected American Writers	(3)
ENG 181	Theory and Criticism	(3)
ENG 192	Special Studies: Selected American Studies	(3)

History

HIS 170	The Expanding Atlantic Community: Colonial Era	(3)
HIS 171	Revolutionaries and Constitutionalists: 1763-1800	(3)
HIS 172	Jeffersonianism and Jacksonianism	(3)
HIS 173	U.S. Civil War and Reconstruction	(3)
HIS 174	U.S. Industrialism, Populism and Progressive Reform	(3)
HIS 175	U.S. The Twentieth Century	(3)
HIS 178	Diplomatic History of the U.S.	(3)
HIS 179	Constitutional History of the U.S.	(3)
HIS 181	The American West	(3)
HIS 188	California History	(3)

Music

MUS 163	American Music: Imitation to Creation	(3)
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Philosophy

PHI 134	American Thought	(3)
PHI 174	Aesthetics	(3)

Political Science

POL 107	Political Economics	(3)
POL 108	American Constitutional Law	(3)
POL 113	American Political Theory	(3)
POL 116	Democracy and Democratic Theory	(3)
POL 125	Foreign Relations of the U.S.	(3)
POL 170	American Party Politics	(3)
POL 180	State and Local Government	(3)
POL 181	Political Participation	(3)
POL 196	Experience-Oriented Courses in Political Science	(3)

Sociology

SOC 104	The Family	(3)
SOC 137	Culture and Personality	(3)
SOC 161	Racial and Cultural Minorities	(3)
SOC 175	Urban Sociology and Demography	(3)
SOC 185	Political Sociology	(3)
SOC 187	Social Movements	(3)

At least three of the eight upper division courses must be in humanities (literature, philosophy, art, music); at least three courses must be in the social sciences (history, political science, sociology, economics)

Two Seminars in American Studies

AST 174	Seminar in American Studies I	(6)
AST 175	Seminar in American Studies II	

Recommended Electives:

POL 190	Internship in Political Science	(3)
POL 191	Internship in Government Service	(3)

Total units in American Studies — 48

Plus general studies requirements and electives totaling 129 semester units.

teachers of art. It offers areas of specialization for those students who will pursue graduate study in art.

The *Bachelor of Arts Degree in Art* offers the student thorough course experiences in drawing, design, painting, photography, printmaking, sculpture, ceramics, fiber design, and art history.

The *Bachelor of Fine Arts Degree in Art* offers greater possibilities for personal concentration and development. In addition to the regular course work in drawing, design, painting, photography, printmaking, sculpture, ceramics, and art history, the student chooses an area of specialization for further study and experimentation. The B.F.A. candidate will prepare a portfolio and present her work in an exhibition at the end of the senior year.

The B.A. Degree With a Major in Art

Preparation

ART 1	Drawing I	(3)
ART 2	Design I	(3)
ART 3	Three-Dimensional Design	(3)
ART 4	Painting I	(3)
ART 5	Fundamentals of Art	(3)

One course from the following:

ART 6	Design II	(3)
ART 10	Photography I	(3)
ART 11	Printmaking I	(3)
ART 12	Ceramics I	(3)
ART 22	Drawing II (Figure)	(3)

Requirements

Nine upper division courses in art. Two of these must be in art history. (27)

Total units in art — 45

Plus general studies requirements and elective totaling 129 semester units.

ART

The art major is directed toward several goals. It provides the undergraduate student with a thorough and comprehensive understanding of art as an essential activity of man. It prepares students who wish to continue as professional artists or

The B.F.A. Degree With a Major in Art

Preparation

ART 1	Drawing I	(3)
ART 2	Design I	(3)
ART 3	Three-Dimensional Design	(3)
ART 4	Painting I	(3)
ART 5	Fundamentals of Art	(3)

One course from the following:

ART 6	Design II	(3)
ART 10	Photography I	(3)
ART 11	Printmaking I	(3)
ART 12	Ceramics I	(3)
ART 22	Drawing II (Figure)	(3)

Requirements

Eighteen courses in art, including the following:

Three courses in art history (9)

ART 175 Critical Theories in the Visual Arts (3)

ART 176 Portfolio and Exhibition (3)

Upper division work should reflect a concentration in one of the following areas:

Ceramics
Design
Drawing
Fiber
Painting
Photography
Printmaking
Sculpture

All B.F.A. candidates must prepare and produce a portfolio and exhibition at the end of the senior year (ART 176).

Total units in art — 72

Plus general studies requirements and electives totaling 129 semester units.

The Minor in Art History

A minimum of seven courses:

ART 5	Fundamentals of Art	(3)
ART 170	History of Art: Ancient to Medieval	(3)
ART 171	History of Art: Renaissance to Romanticism	(3)
ART 172	History of Art: Modern World	(3)
ART 175	Critical Theories in the Visual Arts: Seminar	(3)
ART 199	Independent Study: Research Paper in Art History	(3)

One course from the following:

ART 1	Drawing I	(3)
ART 174	History of Art: Art of the United States	(3)
ART 177	History of Art: Christian	(3)

Total of 21 semester units.

BIOCHEMISTRY

Area Major: Chemistry and Biology

The major in biochemistry offers the student an interdisciplinary study of biology, chemistry, and physics and provides an excellent preparation for all pre-professional areas leading into medicine, dentistry, and pharmacy.

The Minor in Art

A minimum of seven courses in art:

ART 1	Drawing I	(3)
ART 2	Design I	(3)
ART 4	Painting I	(3)
ART 5	Fundamentals of Art	(3)

Three additional courses.

Total of 21 semester units.

The B.S. Degree With a Major in Biochemistry

Preparation

BIO 1ABCD	Biological Dynamics	(6)
CHE 1AB	General Chemistry	(4-4)
CHE 5A	Elementary Organic Chemistry	(4)
CHE 5B	Organic Synthesis	(3)
CHE 7	Elementary Biochemistry	(4)
MTH 3AB	Mathematical Analysis I	(3-3)
PHY 1A	Elementary Physics	(3)
PHY 1B	Intermediate Physics	(4)

Requirements

BIO 130	Genetics	(3)
BIO 151A	Cellular Physiology	(4)
CHE 104	Qualitative Organic Analysis	(3)
CHE 108	Intermediate Biochemistry	(3)
CHE 110AB	Physical Chemistry	(3-3)
CHE 199	Research	(3)

Three additional courses in biology selected from BIO 118, BIO 120, BIO 126, BIO 151B.

Total units in chemistry, biology, mathematics, and physics — 70-71

Plus general studies requirements and electives totaling 129 semester units.

BIOLOGICAL SCIENCES

The biological sciences major is designed to permit the student to elect an emphasis of study in the pre-medical program, medical technology, general sciences, marine biology or the environmental sciences. The program will prepare students to enter medical school, clinical areas of service, teaching or graduate school.

Students can earn a B.A. degree or a B.S. degree. For the B.A. degree it is necessary to complete the foreign language requirement.

Two majors are available: *Biological Sciences Major* or the *Psychobiology Major* which is an interdisciplinary major between the Psychology Department and the Department of Biological Sciences. A specialization is offered in Medical

Technology under the Biological Sciences Major.

The B.A. Degree With a Major in Biological Sciences

Preparation

BIO 1A	Biological Dynamics: Basic Concepts	(2)
BIO 1B	Biological Dynamics: Microbial World	(1)
BIO 1C	Biological Dynamics: Basic Human Physiology	(1)
BIO 1D	Biological Dynamics: The Environment	(2)

Plus courses in mathematics, chemistry, physics.

Requirements

Seven to nine upper division courses including:

BIO 130	Genetics	(3)
BIO 151A	Cellular Physiology	(4)
BIO 195	Senior Seminar	(2)

Total units in biological sciences — 30-36
Plus general studies requirements and electives totaling 129 semester units.

The B.S. Degree With a Major in Biological Sciences

Preparation

BIO 1A	Biological Dynamics: Basic Concepts	(2)
BIO 1B	Biological Dynamics: Microbial World	(1)
BIO 1C	Biological Dynamics: Human Physiology	(1)
BIO 1D	Biological Dynamics: The Environment	(2)

Plus courses in chemistry, mathematics, physics.

Requirements

Nine to ten upper division courses including:

BIO 130	Genetics	(3)
BIO 151A	Cellular Physiology	(4)
BIO 195	Senior Seminar	(2)
BIO 197	Research Readings	(1-2)
BIO 198	Biological Research	(1-3)

Recommended Courses

BIO 118	Endocrinology	(4)
BIO 120	Human Embryology	(4)
BIO 151B	Medical Physiology	(3)
BIO 165	Marine Biology	(4)

Total units in biological sciences — 33-39
Plus general studies requirements and electives totaling 129 semester units.

The B.S. Degree With a Major in Biological Sciences

Medical Technology Emphasis

Preparation

BIO 1A	Biological Dynamics: Basic Concepts	(2)
BIO 1B	Biological Dynamics: Microbial World	(1)
BIO 1C	Biological Dynamics: Human Physiology	(1)
BIO 1D	Biological Dynamics: The Environment	(2)
BIO 3	General Microbiology	(4)

Plus courses in chemistry, mathematics, physics.

Requirements

Nine to ten upper division courses including:

BIO 104	Medical Bacteriology	(4)
BIO 105	Immunology	(4)
BIO 130	Genetics	(3)
BIO 151A	Cellular Physiology	(4)
BIO 195	Senior Seminar	(2)
BIO 197	Research Readings	(1-2)
BIO 198	Biological Research	(1-3)

Recommended Courses

BIO 106	Medical Mycology	(3)
BIO 107	Parasitology	(3)
BIO 108	Hematology	(4)
BIO 151B	Medical Physiology	(3)

Total units in biological sciences — 33-39.
Plus general studies requirements and
electives totaling 129 semester units.

The B.S. Degree With a Major in Biological Sciences

Pre-Medical / Pre-Dental Preparation Emphasis

Preparation

BIO 1A	Biological Dynamics: Basic Concepts	(2)
BIO 1B	Biological Dynamics: Microbial World	(1)
BIO 1C	Biological Dynamics: Human Physiology	(1)
BIO 1D	Biological Dynamics: The Environment	(2)

Plus courses in chemistry, mathematics, physics.

Requirements.

Nine to ten upper division courses including:

BIO 118	Endocrinology	(4)
BIO 120	Human Embryology	(4)
BIO 130	Genetics	(3)
BIO 151A	Cellular Physiology	(4)
BIO 151B	Medical Physiology	(3)
BIO 195	Senior Seminar	(2)
BIO 197	Research Readings	(1-2)
BIO 198	Biological Research	(1-3)

Recommended Courses

CHE 110AB	Physical Chemistry	(6)
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Total units in biological sciences — 33-39.
Plus general studies requirements and
electives totaling 129 semester units.

The Minor in Biological Sciences

A minimum of 20 units including:

BIO 1A	Biological Dynamics: Basic Concepts	(2)
BIO 1C	Biological Dynamics: Human Physiology	(1)

At least three upper division courses.

BUSINESS

The major in Business is designed to prepare students for careers in business and for graduate study.

The emphasis in Business Administration offers a curriculum centered around the practical, applied courses that qualify students to enter administrative positions immediately after graduation. Courses cover the broad spectrum of business activity and allow the students to choose from a variety of possible career opportunities — advertising, finance, personnel, real estate, and retailing.

The emphasis in Information Systems qualifies students to enter the most rapidly expanding areas of business activity, namely, accounting and computer science. Graduates will not only be qualified for immediate employment with public accounting and computer firms, but they will also be minimally qualified to take the certified public accountant (CPA) and certified data processor (CDP) examinations.

Information for Majors

Business Internship (BUS 190) is restricted to seniors whose academic performance qualifies them for the internship experience. The department will attempt to place such students in administrative positions where they can increase their competency and acquire practical business experience.

The B.A. Degree With a Major in Business

Business Administration Emphasis

Preparation

BUS 4	Introduction to American Business	(3)
BUS 5	Business Law	(3)
BUS 15	Accounting	(3)
ECO 3	Principles of Economics	(3)
ECO 44	Personal Finance	(3)
HIS 7D-I	American Civilization	(6)
POL 1	American Government and Institutions	(3)
MTH 9	Introduction to Computer Processes	(3)
MTH 38	Elements of Probability and Statistics	(3)
PSY 1	General Psychology	(3)
SOC 5	Sociological Perspectives	(3)

Requirements

Ten upper division courses including:

BUS 130	Business Finance	(3)
BUS 157	Personnel	(3)
BUS 160	Marketing	(3)
BUS 161	Advertising	(3)
BUS 170	Real Estate	(3)
BUS 185	Business Management	(3)
BUS 192	Business Policy and Ethics	(3)

Total units in business — 39

Plus general studies requirements and electives totaling 129 semester units.

**The B.A. Degree With a
Major in Business
Information Systems Emphasis**

Preparation

BUS 4	Introduction to American Business	(3)
BUS 5	Business Law	(3)
BUS 15	Accounting	(3)
ECO 3	Principles of Economics	(3)
ECO 44	Personal Finance	(3)
HIS 7D-I	American Civilization	(6)
MTH 9	Introduction to Computer Processes	(3)
MTH 38	Elements of Probability and Statistics	(3)
POL 1	American Government and Institutions	(3)
PSY 1	General Psychology	(3)
SOC 5	Sociological Perspectives	(3)

Requirements

Ten upper division courses including:

BUS 137	Intermediate Accounting	(3)
BUS 153	Computer Programming	(3)
BUS 154	Cost Accounting	(3)
BUS 155	Systems Design and Analysis	(3)
BUS 186	Tax Accounting	(3)
BUS 187	Management of a Data-Based System	(3)
BUS 188	Auditing	(3)

Total units in business — 39

Plus general studies requirements and
electives totaling 129 semester units.

The bachelor of science degree in chemistry or biochemistry is recommended for those who wish to pursue graduate or medical studies.

**The B.A. Degree With a
Major in Chemistry**

Preparation

CHE 1AB	General Chemistry	(4-4)
CHE 5A	Elementary Organic Chemistry	(4)
CHE 7	Elementary Biochemistry	(4)
MTH 3AB	Mathematical Analysis I	(3-3)
PHY 1A	Elementary Physics	(3)

Requirements

CHE 110AB Physical Chemistry	(3-3)
Three additional upper division courses in chemistry	(9)

Total units in chemistry — 31

*Total units in mathematics and
physics — 9*

Plus general studies requirements and
electives totaling 129 semester units.

**The B.S. Degree With a
Major in Chemistry**

Preparation

CHE 1AB	General Chemistry	(4-4)
CHE 5A	Elementary Organic Chemistry	(4)
CHE 5B	Organic Synthesis	(3)
CHE 7	Elementary Biochemistry	(4)
MTH 3AB	Mathematical Analysis I	(3-3)
MTH 4AB	Mathematical Analysis II	(3-3)
PHY 1A	Elementary Physics	(3)
PHY 1B	Intermediate Physics	(4)

Requirements

CHE 110AB	Physical Chemistry	(3-3)
CHE 111	Physical Chemistry Laboratory	(2)
CHE 199	Research	(3)
Five additional upper division courses in chemistry		(15)

Total units in Chemistry — 45

*Total units in mathematics and
physics — 19*

Plus general studies requirements and
electives totaling 129 semester units.

CHEMISTRY

A student majoring in chemistry receives a comprehensive view of the principles of this science and participates in personalized laboratory instruction and individual research.

The chemistry major is excellent preparation for all health science careers, education, scientific writing, and careers in food, petroleum, and textiles.

The minimal major in chemistry — leading to a B.A. degree — is designed for those interested in secondary science teaching, chemical technology, and other broadly-based careers requiring a science background.

The Minor in Chemistry

CHE 1AB	General Chemistry	(4-4)
CHE 5A	Elementary Organic Chemistry	(4)
CHE 5B	Organic Synthesis	(2)
CHE 7	Elementary Biochemistry	(4)
Plus one upper division course in chemistry.		

CHILD DEVELOPMENT

Area Major: Psychology and Sociology

This interdisciplinary major provides a broad base for understanding young children as individuals and as members of society. It is recommended primarily for persons who will be working with pre-school children.

The B.A. Degree With a Major in Child Development Psychology or Sociology Emphasis

Preparation

PSY 1	General Psychology	(3)
SOC 5	Sociological Perspectives	(3)

Requirements

Eleven upper division courses from the fields of psychology and sociology with a minimum of five and a maximum of seven from each area including:

CST 109	Maternal and Child Nutrition	(3)
PSY 112	Developmental Psychology	(3)
PSY 132	Personality	(3)
SOC 161	Racial and Cultural Minorities	(3)
SOC 175	Urban Sociology	(3)

Recommended

ART 145	Creative Art Experiences	(3)
ENG 134	Children's Literature	(3)
MUS 31	Music for the Young Child	(3)

Total units in major areas — 39
Plus general studies requirements and electives totaling 129 semester units.

CONSUMER STUDIES

The major in Consumer Studies focuses on the use of human and material resources in the home and on the selection of consumer goods and services in the marketplace. The major examines human physical requirements — food, clothing, and shelter — the ways in which these are offered and selected in the market, and their efficient use in the home. It studies the psychological, socio-economic, and cultural environment in relation to these basic physical needs.

The Consumer Affairs emphasis qualifies students for positions in business, consumer relations, government, and journalism. The emphasis in Fashion Merchandising prepares students for careers in advertising, journalism, public relations, and retailing. The Home Economics emphasis together with the completion of requirements for the California teaching credential (single subject) qualifies students to teach home economics subjects in elementary and secondary schools (K-12). All three emphases prepare students for graduate study.

Information for Majors

A student who earns a *D* or *F* grade in a consumer studies course is responsible for repeating the course or otherwise demonstrating her competency in the course material in a manner to be determined by the faculty member involved.

**The B.S. Degree With a Major in
Consumer Studies
Consumer Affairs Emphasis**

Preparation

ART 2	Design I	(3)
BIO 1A	Biological Dynamics: Basic Concepts	(2)
and BIO 1B	Biological Dynamics: The Microbial World	(1)
or BIO 1C	Biological Dynamics: Basic Human Physiology	(1)
and BIO 1D	Biological Dynamics: The Environment	(2)
CHE 1AB	General Chemistry	(4-4)
or CHE 2	Chemistry of Life	(3)
and PHS 1	Scientific Concepts	(3)
CST 2	Consumer Issues	(3)
CST 145	Management of Household Resources	(3)
CST 180	Demonstration Techniques	(3)
CST 185	Seminar in Consumer Studies	(3)
ECO 3	Principles of Economics	(3)
ECO 44	Personal Finance	(3)
PSY 1	General Psychology	(3)
PSY 112	Developmental Psychology	(3)
SOC 5	Sociological Perspectives	(3)
SOC 104	The Family	(3)
SPE 10	Public Speaking	(3)

Requirements

BUS 4	Introduction to American Business	(3)
BUS 105	Business Law	(3)
BUS 133	Government and Business	(3)
BUS 135	Money and Banking	(3)
BUS 160	Marketing	(3)
BUS 161	Advertising	(3)
CST 4	Current Concerns in Food and Nutrition	(3)
CST 120	Clothing Selection	(3)
CST 154	Housing	(3)
SOC 175	Urban Sociology	(3)

One course from the following:

CST 191	Directed Readings	(3)
CST 192	Selected Problems and Projects	(3)
CST 196	Internship/Field Experience	(3)
CST 199	Independent Study	(3)

Recommended

ENG 108A	Journalism	(3)
PSY 145	Social Psychology	(3)
PSY 188	Counseling Theory and Procedures	(3)

Total units in consumer studies — 24

*Plus general studies requirements and
elective totaling 129 semester units.*

**The B.S. Degree With a Major in
Consumer Studies**

Fashion Merchandising Emphasis**Preparation**

ART 2	Design I	(3)
BIO 1A	Biological Dynamics: Basic Concepts	(2)
and BIO 1B	Biological Dynamics: The Microbial World	(1)
or BIO 1C	Biological Dynamics: Basic Human Physiology	(1)
and BIO 1D	Biological Dynamics: The Environment	(2)
CHE 1AB	General Chemistry	(4-4)
or CHE 2	Chemistry of Life	(3)
and PHS 1	Scientific Concepts	(3)
CST 2	Consumer Issues	(3)
CST 145	Management of Household Resources	(3)
CST 180	Demonstration Techniques	(3)
CST 185	Seminar in Consumer Studies	(3)
ECO 3	Principles of Economics	(3)
ECO 44	Personal Finance	(3)
PSY 1	General Psychology	(3)
PSY 112	Developmental Psychology	(3)
SOC 5	Sociological Perspectives	(3)
SOC 104	The Family	(3)
SPE 10	Public Speaking	(3)

Requirements

BUS 4	Introduction to American Business	(3)
BUS 115	Accounting	(3)
BUS 157	Personnel	(3)
BUS 160	Marketing	(3)
BUS 161	Advertising	(3)
BUS 185	Business Management	(3)
CST 21	Clothing Construction	(3)
CST 24	Textiles for Consumers	(3)
CST 120	Clothing Selection	(3)
CST 128	The Fashion Industry	(3)
ENG 108A	Journalism	(3)

One course from the following:

CST 191	Directed Readings	(3)
CST 192	Selected Problems and Projects	(3)
CST 196	Internship/Field Experience	(3)
CST 199	Independent Study	(3)

Total units in consumer studies — 27
 Plus general studies requirements and electives totaling 129 semester units.

The B.S. Degree With a Major in Consumer Studies

Home Economics Emphasis

Preparation

ART 2	Design I	(3)
BIO 1A	Biological Dynamics: Basic Concepts	(2)
and		
BIO 1B	Biological Dynamics: The Microbial World	(1)
or		
BIO 1C	Biological Dynamics: Basic Human Physiology	(1)
and		
BIO 1D	Biological Dynamics: The Environment	(2)
CHE 1AB	General Chemistry	(4-4)
or		
CHE 2	Chemistry of Life	(3)
and		
PHS 1	Scientific Concepts	(3)
CST 2	Consumer Issues	(3)
CST 145	Management of Household Resources	(3)
CST 180	Demonstration Techniques	(3)
CST 185	Seminar in Consumer Studies	(3)
ECO 3	Principles of Economics	(3)
ECO 44	Personal Finance	(3)
PSY 1	General Psychology	(3)
PSY 112	Developmental Psychology	(3)
SOC 5	Sociological Perspectives	(3)
SOC 104	The Family	(3)
SPE 10	Public Speaking	(3)

Requirements

CST 6	Food Study I	(3)
CST 10	Human Nutrition	(3)
CST 21	Clothing Construction	(3)
CST 24	Textiles for Consumers	(3)
CST 107	Food Study II	(3)
CST 108	Meal Management	(3)
CST 120	Clothing Selection	(3)
CST 154	Housing	(3)

The basic home economics emphasis may be complemented with other courses from the curriculum to meet individual needs.

Additional requirements for the California Teaching Credential (Single Subject) to qualify for teaching home economics subjects, K-12:

BIO 10	Health Science	(3)
EDU 101	Perspectives in Education	(1)
EDU 124	Diagnosis and Prescription	(1)
EDU 125A	Secondary Curriculum	(3)
EDU 125B	Emerging Trends in Education	(2)
EDU 125C	Reading — Secondary	(3)
EDU 125D	Secondary Methods	(2)
EDU 126A	Supervised Teaching — Secondary	(12)
PSY 123	The Adolescent and the Learning Process	(3)

Total units in consumer studies — 36
 Plus general studies requirements and electives totaling 129 semester units.

DIVERSIFIED MAJOR

MULTIPLE SUBJECT CREDENTIAL: Elementary

The diversified major is designed for the student qualifying for the Multiple Subject Credential to teach in the elementary school.

The B.A. Degree With a Diversified Major

Elementary Teaching Credential

General requirements: Eighty-four units in four areas of concentration with a minimum of 18 units in each area.

Area I — English and Speech

Requirements:

ENG 1AB	College Writing	(2-2)
ENG 101	History of the English Language	(3)
or		
ENG 102	Structure of Modern English	(3)
ENG 105	Advanced Composition	(3)
ENG 134	Children's Literature	(3)
One upper division course in American Literature		(3)
One upper division elective course in English		(3)
SPE 10	Public Speaking	(3)
or		
SPE 13	Oral Argument	(3)

Area II — Mathematics and Science**Requirements:****Biology**

BIO 1A Biological Dynamics:
Basic Concepts (2)

One course from the following:

BIO 1B Biological Dynamics:
The Microbial World (1)

BIO 1C Biological Dynamics:
Basic Human
Physiology (1)

BIO 1D Biological Dynamics:
The Environment (2)

BIO 10 Health Science (3)

One elective course from the following:

BIO 3 General Microbiology (4)

BIO 165 Marine Biology (3)

BIO 167 Field Biology (3)

Mathematics

MTH 10 Mathematical Ideas (3)

MTH 50 Modern Math (3)

MTH 51 Modern Geometry (3)

Physical Science

PHS 1 Scientific Concepts (3)

or

PHS 4 Elementary
Environmental
Studies (3)

One elective course in biology or
physical science (3)

Area III — Social Sciences**Requirements:****History**

HIS 117 The American
Democratic Republic (3)

or

HIS 175 U.S., The Twentieth
Century (3)

Political Science

POL 170 American Party
Politics (3)

One elective course from economics, his-
tory, or political science

Psychology

PSY 1 General Psychology (3)

PSY 113 Child Development
and the
Learning Process (3)

One course from the following:

PSY 132 Personality (3)

PSY 135 Group Dynamics (3)

PSY 145 Social Psychology (3)

Sociology

SOC 5 Sociological
Perspectives (3)

One course from the following:

SOC 104 The Family (3)

SOC 161 Racial and Cultural
Minorities (3)

SOC 175 Urban Sociology (3)

**Area IV — Humanities, Fine Arts,
Foreign Languages****Requirements:**

ART 145 Creative Art
Experiences (3)

MUS 130 Creative Music
Experiences (3)

Three courses in philosophy (9)

One to three courses in
foreign languages (3-9)

In addition, 12 units in education and 12
units in student teaching are required.

EDU101 Perspectives in
Education (1)

EDU114 Diagnosis and
Prescription (1)

EDU115A Communication —
Elementary
Curriculum (2)

EDU115B Mathematics —
Elementary (2)

EDU115C Reading —
Elementary (3)

EDU115D Science and
Social Studies —
Elementary
Curriculum (3)

EDU116A Supervised
Teaching —
Elementary (12)

Total units in four areas — 84

Total units in education — 24

Students who are considering this major
should consult with the education depart-
ment as early as possible to obtain indi-
vidual advisement.

For graduation, 129 units are required.

ENGLISH

The English major emphasizes creative writing and thinking, and offers training in communication and in the perceptive criticism of literature. Students may structure their English programs for an emphasis in such areas as literature, television, speech and drama, journalism, and English as a second language.

The B.A. Degree With a Major in English

Preparation

ENG 1AB	College Writing	(2-2)
ENG 2	Introduction to Literature	(3)
ENG 42	Literary History of England and America	(1)
HIS 1AB	Western Civilization	(6)
One course selected from the following:		
SPE 10	Public Speaking	(3)
SPE 13	Oral Argument	(3)
SPE 15	Drama in Action	(3)

Strongly recommended:

PHI 5	Logic: Structures of Reasoning	(3)
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Requirements

ENG 106	Creative Writing	(2)
ENG 181	Theory and Criticism	(3)
ENG 199	Senior Paper	(0-1)

Twenty-seven units selected from English offerings, at least twenty-one of which are upper division. Each student works out a total program with an adviser and the department chairman.

Majors may fulfill any department requirements by independent study provided that a faculty member agrees to direct the work.

Majors must maintain average or above-average grades in all English courses.

Total units in English — 40

Plus general studies requirements and electives totaling 129 semester units.

The Minor in English

A minimum of 21 units selected from English offerings.

Students interested in an English minor should work out their total programs with the department chairman. Because of the variety of careers to which an English program may lead, the choice of courses is flexible.

The Minor in English Teaching Emphasis

A minimum of 21 units selected from English offerings.

Requirements

ENG 1AB	College Writing	(2-2)
ENG 181	Theory and Criticism	(3)
One course in American Literature		

Strongly recommended:

ENG 101	Structure of Modern English	(3)
ENG 106	Creative Writing	(2)
ENG 173	Shakespeare	(3)

FRENCH

The major in French is a comprehensive program leading to a proficiency in speaking, reading, and writing French, and to a deepening of the humanistic spirit through understanding the ideas and ways of life of the French-speaking nations. It offers preparation for teaching, research, graduate study and travel.

The B.A. Degree With a Major in French

Preparation

FRE 4AB	Intermediate French (may be challenged by examination)	(3-3)
FRE 25	Advanced Grammar	(3)
FRE 32	History and Civilization of France	(3)

Requirements

FRE 101	Stylistics and Composition	(3)
FRE 112AB	Introduction to the Study of Literature	(3-3)
Five upper division courses covering at least three of the literary periods		
FRE 191	Senior Thesis	(1)

Total upper division units in French — 25
Plus general studies requirements and electives totaling 129 semester units.

The B.A. Degree With a Major in French

French Studies Emphasis

Preparation

FRE 4AB Intermediate French
or approved alternate (3-3)

Requirements

FRE 101 Stylistics and Composition (3)

FRE 112AB Introduction to the Study of French Literature (3-3)

FRE 113AB Advanced Grammar (3-3)

FRE 132 History and Civilization of France (3)

FRE 191 Senior Thesis (1)

Two approved upper division courses chosen from stylistics, linguistics, study-travel, or related area courses. (6)

Total upper division units in French — 25

Plus general studies requirements and electives totaling 129 semester units.

The Minor in French

A minimum of 21 units including:

FRE 4AB Intermediate French (may be challenged by examination) (3-3)

FRE 25 Advanced Grammar (3)

FRE 32 History and Civilization of France (3)

FRE 101 Stylistics and Composition (3)

Two upper division courses (6)

HISTORY

The student who majors in History examines and analyzes the heritage of the recorded past in an effort to better understand and evaluate events and developments of the present. Emphasis is placed on American, European, and non-Western civilizations.

Other options are offered in the closely-allied area majors offered in Social Science with emphasis in hispanic studies, history, political science, and sociology.

It is possible to have history and American Studies as a double major. See American Studies. Such a combination is highly desirable and very useful, combining as it does with the general major, a specialized study of the character and developing trends of American society.

Information for Majors in History. Students must maintain average or above-average grades in all courses in the major.

The B.A. Degree With a Major in History

Preparation

HIS 1AB Western Civilization (3-3)

POL 1 American Government (3)

or

POL 10 Political Concepts (3)

Recommended

HIS 25 Cultural and Historical Geography (3)

Requirements

Ten upper division courses including:

HIS 101 Writing of History (3)

HIS 198 Historiography (3)

or

INT 180 Seminar in Ideas and Culture (3)

Three courses in U.S. history (9)

Three courses in European history (9)

Two courses selected from the history of other areas (6)

Total units in history — 39

Plus general studies requirements and electives totaling 129 semester units.

The Minor in History

HIS 1AB Western Civilization (3-3)

HIS 101 Writing of History (3)

Two upper division courses

in U.S. history

Three upper division courses in the history of other areas

MATHEMATICS

While offering students an opportunity to study mathematics as part of a liberal education, the mathematics major can also serve as preparation for work in mathematically-based fields such as the computer sciences or statistics, for secondary teaching, or for graduate study.

The B.A. Degree With a Major in Mathematics

Preparation

MTH 3AB Mathematical Analysis I (3-3)

MTH 4AB Mathematical Analysis II (3-3)

Students who can demonstrate their proficiency in any of the above courses may enroll in the next course in the sequence. Students who need further preparation in algebra and elementary functions should take MTH 1 College Algebra before MTH 3A.

Requirements

Eight upper division courses including:
MTH 100 or MTH 101

Topics in Geometry (3)

MTH 102 Advanced Calculus (3)

MTH 104 Real Analysis (3)

MTH 111A Modern Algebra (3)

One of the following:

MTH 105 Complex Analysis (3)

MTH 111B Modern Algebra (3)

MTH 113B Probability/Statistics (3)

Total upper division units — 24

Total units in mathematics — 36

Plus general studies requirements and electives totaling 129 semester units.

The Minor in Mathematics

A minimum of seven courses including:

MTH 3AB Mathematical Analysis I (3-3)

MTH 4A Mathematical Analysis II (3)

MTH 111A Modern Algebra (3)

Three additional upper division courses chosen in consultation with the department.

MUSIC

The music major is a program combining individual instruction, solo and ensemble performance, with classroom study, discussions and lectures, all carefully designed to provide a wide range of musical learning and experience.

Two degrees are offered. The B.A. degree offers preparation in music for students desiring a thorough knowledge of music for teaching, research, performance, personal enjoyment, or cultural development. The total curriculum includes two-thirds of the studies in the liberal arts, and one-third in music.

The B.M. degree is a broad basic preparation for students intending a career in music as performing artists, conductors, composers, scholars, or teachers. The total curriculum includes one-third of the studies in the liberal arts, and two-thirds in music.

Students interested in music as an elective may participate in performance classes (chorus, orchestra, instrumental ensembles, piano, or voice class), or in the study of music as an art.

REQUIREMENTS FOR ADMISSION AS A MUSIC MAJOR OR MINOR

1. Audition showing potential in the field of performance.
2. Theory examination for placement purposes.
3. Interview with chairman and other faculty members.
4. Recommendations which indicate enthusiasm, motivation, and interest.

**The B.A. Degree With a
Major in Music
Applied Music Emphasis**

Prerequisites:

See requirements for admission as a music major or minor.

Core Courses

MUS 1AB	Musicianship I	(3-1)
MUS 1CD	Musicianship I	(3-1)
MUS 5ABCD	Music Literature Repertoire	(1/2-1 1/2-1 1/2-1 1/2)

MUS 8	Piano Class	(1)
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Required of all but keyboard majors. Every student must pass the piano proficiency examination before graduation. Only three units of piano class may be taken for credit.

MUS 15	Applied Music — At least one unit every semester	
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MUS 24/124	Musical Style Through the Ages	(3)
MUS 25	Instrumental Survey	(1)
MUS 112	Music and Worship	(3)
MUS 133	Music Analysis	(2)
MUS 140A	Choral Techniques	(2)

Requirements

MUS 115	Applied Music — at least 9 units Half-length recital	
MUS 122 or MUS 150	Ensemble/Coaching Accompanying	(1)
MUS 141, 142A, 143A, 144A	Music History Surveys — any two courses	(6)
MUS 151	Creative Teaching (piano, voice , or instrumental)	(2)

For the special needs of the individual, the department may substitute other courses for these music requirements. See also *additional requirements for the B.A. and B.M. degrees.*

Total units in music — approximately 45
Plus general studies requirements and electives totaling 129 units.

**The B.A. Degree With a
Major in Music
Music Education Emphasis**

Prerequisites:

See requirements for admission as a music major or minor.

Core Courses

MUS 1AB	Musicianship I	(3-1)
MUS 1CD	Musicianship I	(3-1)
MUS 5ABCD	Music Literature Repertoire	(1/2-1 1/2-1 1/2-1 1/2)

MUS 8	Piano Class	(1)
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Required of all but keyboard majors. Every student must pass the piano proficiency examination before graduation. Only three units of piano class may be taken for credit.

MUS 15/115	Applied Music — At least one unit every semester	
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MUS 24/124	Musical Style Through the Ages	(3)
MUS 25	Instrumental Survey	(1)
MUS 112	Music and Worship	(3)
MUS 133	Music Analysis	(2)
MUS 140A	Choral Techniques	(2)

Requirements

MUS 7	Voice Class	(1)
MUS 26	Brass Instruments	(1)
MUS 27	Woodwind Instruments	(1)
MUS 28	Percussion Instruments	(1)
MUS 29	String Instruments	(1)
MUS 147A	Seminar in Music Education	(3)
MUS 147B	Seminar in Music Education	(3)
or MUS 147C	Seminar in Music Education	(3)

One course in music history chosen from
MUS 141, 142A, 143A, 144A (3)

Recommended supplementary courses:**Minimum 3 units**

MUS 116	Development of Jazz	(1-2)
MUS 162	Folk Music of Europe and America	(2)
MUS 166	Non-Western Music Cultures	(2)

For the special needs of the individual, the department may substitute other courses for these music requirements. See also *additional requirements for the B.A. and B.M. degrees.*

Total units in music — approximately 45
Plus general studies requirements and electives totaling 129 units.

**The B.A. Degree With a
Major in Music
Music History Emphasis**

Prerequisites:

See requirements for admission as a music major or minor.

Core Courses

MUS 1AB	Musicianship I	(3-1)
MUS 1CD	Musicianship I	(3-1)
MUS 5ABCD	Music Literature Repertoire	(½-1½-1½-½)

MUS 8 Piano Class (1)

Required of all but keyboard majors. Every student must pass the piano proficiency examination before graduation. Only three units of piano class may be taken for credit.

MUS 15/115 Applied Music —
At least one unit
every semester

MUS 24/124 Musical Style
Through the Ages (3)

MUS 25 Instrumental Survey (1)

MUS 112 Music and Worship (3)

MUS 133 Music Analysis (2)

MUS 140A Choral Techniques (2)

Requirements

MUS 141, 142AB, 143AB, 144AB
Music History
Surveys — any three
courses (12)

MUS 146C Special Projects in Music (3)

For the special needs of the individual, the department may substitute other courses for these music requirements. See also *additional requirements for the B.A. and B.M. degrees.*

Total units in music — approximately 45
Plus general studies requirements and electives totaling 129 units.

**The B.A. Degree With a
Major in Music
Music Theory Emphasis**

Prerequisites:

See requirements for admission as a music major or minor.

Core Courses

MUS 1AB	Musicianship I	(3-1)
MUS 1CD	Musicianship I	(3-1)
MUS 5ABCD	Music Literature Repertoire	(½-1½-1½-½)

MUS 8 Piano Class (1)

Required of all but keyboard majors. Every student must pass the piano proficiency examination before graduation. Only three units of piano class may be taken for credit.

MUS 15/115 Applied Music —
At least one unit
every semester

MUS 24/124 Musical Style
Through the Ages (3)

MUS 25 Instrumental Survey (1)

MUS 112 Music and Worship (3)

MUS 133 Music Analysis (2)

MUS 140A Choral Techniques (2)

Requirements

MUS 2AB Musicianship II (3-1)

MUS 134A Orchestration (2)

MUS 136 Vocal Arranging (1)

MUS 138 Advanced Musicianship (2)

MUS 144A Music History: Post
Romantic and
20th Century (3)

For the special needs of the individual, the department may substitute other courses for these music requirements. See also *additional requirements for the B.A. and B.M. degrees.*

Total units in music — approximately 45
Plus general studies requirements and electives totaling 129 units.

The Minor in Music

Prerequisites:

See requirements for admission as a music major or minor.

Requirements

A minimum of 21 units including:

MUS 1AB Musicianship I (3-1)

MUS 1CD Musicianship I (3-1)

or

MUS 3AB Creative and
Theoretical Concepts
of Music (4)

MUS 5BC Music Literature
Repertoire (3)

or

MUS 24 Musical Style
Through the Ages (3)

The Bachelor of Music Degree

Church Music Emphasis

Prerequisites:

See requirements for admission as a music major or minor.

Core Courses

MUS 1AB	Musicianship I	(3-1)
MUS 1CD	Musicianship I	(3-1)
MUS 2AB	Musicianship II	(3-1)
MUS 2CD	Musicianship II	(3-1)
MUS 5ABCD	Music Literature Repertoire	(½-1½-1½-½)

MUS 8	Piano Class	(1)
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Required of all but keyboard majors. Every student must pass the piano proficiency examination before graduation. Only three units of piano class may be taken for credit.

MUS 15/115 Applied Music — each term

MUS 25	Instrumental Survey	(1)
MUS 29	String Instruments	(1)
MUS 105	Music Literature Repertoire — required each term in upper division	(½)

MUS 112	Music and Worship	(3)
MUS 132A	Counterpoint	(2)
MUS 133	Music Analysis	(2)
MUS 134A	Orchestration	(2)
MUS 138	Advanced Musicianship	(2)
MUS 139A	Instrumental Conducting	(2)
MUS 140A	Choral Techniques	(2)
MUS 141	Music History: Ancient, Medieval, Early Renaissance	(3)

MUS 142AB	Music History: Renaissance and Baroque	(3-1)
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MUS 143AB	Music History: Classical and Romantic	(3-1)
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MUS 144AB	Music History: Post-Romantic and 20th Century	(3-1)
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Requirements

MUS 7	Voice Class	(1)
MUS 110	Gregorian Chant	(2)
MUS 136	Vocal Arranging	(1)
MUS 146C	Special Projects in Music	(3)

MUS 146D	Special Projects in Music	(3)
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Minor performance area — one year of study. For the special needs of the individual, the department may substitute other courses to fulfill music requirements. See also additional requirements for the B.A. and B.M. degrees.

Total units in music — approximately 88

Plus general studies requirements and electives totaling 133 semester units.

The Bachelor of Music Degree

Music Education Emphasis

Prerequisites:

See requirements for admission as a music major or minor.

Core Courses

MUS 1AB	Musicianship I	(3-1)
MUS 1CD	Musicianship I	(3-1)
MUS 2AB	Musicianship II	(3-1)
MUS 2CD	Musicianship II	(3-1)
MUS 5ABCD	Music Literature Repertoire	(½-1½-1½-½)

MUS 8	Piano Class	(1)
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Required of all but keyboard majors. Every student must pass the piano proficiency examination before graduation. Only three units of piano class may be taken for credit.

MUS 15/115 Applied Music — each term

MUS 25	Instrumental Survey	(1)
MUS 29	String Instruments	(1)
MUS 105	Music Literature Repertoire — required each term in upper division	(½)

MUS 112	Music and Worship	(3)
MUS 132A	Counterpoint	(2)
MUS 133	Music Analysis	(2)
MUS 134A	Orchestration	(2)
MUS 138	Advanced Musicianship	(2)
MUS 139A	Instrumental Conducting	(2)
MUS 140A	Choral Techniques	(2)
MUS 141	Music History: Ancient, Medieval, Early Renaissance	(3)

MUS 142AB	Music History: Renaissance and Baroque	(3-1)
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MUS 143AB	Music History: Classical and Romantic	(3-1)
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MUS 144AB	Music History: Post Romantic and 20th Century	(3-1)
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Requirements

MUS 7	Voice Class	(1)
MUS 26	Brass Instruments	(1)
MUS 27	Woodwind Instruments	(1)
MUS 28	Percussion Instruments	(1)
MUS 136	Vocal Arranging	(1)
MUS 137	Band Arranging	(1)
MUS 146F	Special Projects in Music	(1-3)
MUS 147A	Seminar in Music Education	(3)
MUS 147B	Seminar in Music Education	(3)
or		
MUS 147C	Seminar in Music Education	(3)

One course from the following:

MUS 154	The Art of Teaching Choral Music	(2)
MUS 155	Teaching Music Theory	(2)
MUS 156	Teaching Music Literature	(2)

**Recommended supplementary courses:
minimum 4 units**

MUS 116	Development of Jazz	(1-2)
MUS 162	Folk Music of Europe and America	(2)
MUS 166	Music Cultures of the Non-Western World	(2)

For the special needs of the individual, the department may substitute other courses to fulfill music requirements. See also *additional requirements for the B.A. and B.M. degrees.*

Total units in music — approximately 88
Plus general studies requirements and electives totaling 133 semester units.

The Bachelor of Music Degree Music History and Literature Emphasis

Prerequisites:

See requirements for admission as a music major or minor.

Core Courses

MUS 1AB	Musicianship I	(3-1)
MUS 1CD	Musicianship I	(3-1)
MUS 2AB	Musicianship II	(3-1)
MUS 2CD	Musicianship II	(3-1)
MUS 5ABCD	Music Literature Repertoire	(½-1½-1½-½)

MUS 8 Piano Class (1)
Required of all but keyboard majors. Every student must pass the piano proficiency examination before graduation. Only three units of piano class may be taken for credit.
MUS 15/115 Applied Music — each term

MUS 25	Instrumental Survey	(1)
MUS 29	String Instruments	(1)
MUS 105	Music Literature Repertoire — required each term in upper division	(½)

MUS 112	Music and Worship	(3)
MUS 132A	Counterpoint	(2)
MUS 133	Music Analysis	(2)
MUS 134A	Orchestration	(2)
MUS 138	Advanced Musicianship	(2)

MUS 139A	Instrumental Conducting	(2)
MUS 140A	Choral Techniques	(2)
MUS 141	Music History: Ancient, Medieval, Early Renaissance	(3)

MUS 142AB	Music History: Renaissance and Baroque	(3-1)
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MUS 143AB	Music History: Classical and Romantic	(3-1)
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MUS 144AB	Music History: Post-Romantic and 20th Century	(3-1)
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Requirements

MUS 145AB	Seminars in Music History and Literature	(3-3)
MUS 146C	Special Projects in Music	(3)
MUS 148	Collegium Musicum	(½-1)

Minimum of 4 units from the following

MUS 116	Development of Jazz	(1-2)
MUS 162	Folk Music of Europe and America	(2)
MUS 166	Music Cultures of the Non-Western World	(2)

For the special needs of the individual, the department may substitute other courses to fulfill music requirements. See also *additional requirements for the B.A. and B.M. degrees.*

Total units in music — approximately 88.

Plus general studies requirements and electives totaling 133 semester units.

The Bachelor of Music Degree**Performance Emphasis****Prerequisites:**

See requirements for admission as a music major or minor.

Core Courses

MUS 1AB	Musicianship I	(3-1)
MUS 1CD	Musicianship I	(3-1)
MUS 2AB	Musicianship II	(3-1)
MUS 2CD	Musicianship II	(3-1)
MUS 5ABCD	Music Literature Repertoire	(½-1½-1½-½)

MUS 8 Piano Class (1)

Required of all but keyboard majors. Every student must pass the piano proficiency examination before graduation. Only three units of piano class may be taken for credit.

MUS 15/115 Applied Music — each term

MUS 25	Instrumental Survey	(1)
MUS 29	String Instruments	(1)
MUS 105	Music Literature Repertoire	(½)
	required each term in upper division	

MUS 112 Music and Worship (3)

MUS 132A Counterpoint (2)

MUS 133 Music Analysis (2)

MUS 134A Orchestration (2)

MUS 138 Advanced Musicianship (2)

MUS 139A Instrumental Conducting (2)

MUS 140A Choral Techniques (2)

MUS 141 Music History: Ancient, Medieval, Early Renaissance (3)

MUS 142AB Music History: Renaissance and Baroque (3-1)

MUS 143AB Music History: Classical and Romantic (3-1)

MUS 144AB Music History: Post Romantic and 20th Century (3-1)

Requirements

MUS 111	Master Class Sessions in Interpretation (piano and voice students only)	(1)
MUS 122	Ensemble/Coaching	(1)
MUS 145	Seminar in Music History and Literature	(3)
MUS 146A	Special Projects in Music	(2)
or		
MUS 146B	Special Projects in Music	(1-3)
MUS 150	Accompanying (piano students only)	(1)

Voice students study two languages. One course in diction is recommended.

Half-length junior recital

Full-length senior recital

For the special needs of the individual, the department may substitute other courses to fulfill music requirements. See also *additional requirements for the B.A. and B.M. degrees.*

Total units in music — approximately 88
Plus general studies requirements and electives totaling 133 semester units.

The Bachelor of Music Degree Theory and Composition Emphasis

Prerequisites:

See requirements for admission as a music major or minor.

Core Courses

MUS 1AB	Musicianship I	(3-1)
MUS 1CD	Musicianship I	(3-1)
MUS 2AB	Musicianship II	(3-1)
MUS 2CD	Musicianship II	(3-1)
MUS 5ABCD	Music Literature Repertoire	(½-1½-1½-½)

MUS 8 Piano Class (1)

Required of all but keyboard majors. Every student must pass the piano proficiency examination before graduation. Only three units of piano class may be taken for credit.

MUS 15/115 Applied Music — each term

MUS 25 Instrumental Survey (1)

MUS 29 String Instruments (1)

MUS 105 Music Literature Repertoire — required each term in upper division (½)

MUS 112 Music and Worship (3)

MUS 132A Counterpoint (2)

MUS 133 Music Analysis (2)

MUS 134A Orchestration (2)

MUS 138 Advanced Musicianship (2)

MUS 139A Instrumental Conducting (2)

MUS 140A Choral Techniques (2)

MUS 141 Music History: Ancient, Medieval, Early Renaissance (3)

MUS 142AB Music History: Renaissance and Baroque (3-1)

MUS 143AB Music History: Classical and Romantic (3-1)

MUS 144AB Music History: Post-Romantic and 20th Century (3-1)

Requirements

MUS 26	Brass Instruments	(1)
MUS 27	Woodwind Instruments	(1)
MUS 28	Percussion Instruments	(1)
MUS 132B	Counterpoint	(2)
MUS 134B	Orchestration	(2)
MUS 135	Composition each term plus recital	(1-3)
MUS 136	Vocal Arranging	(1)
MUS 137	Band Arranging	(1)
MUS 146E	Special Projects in Music	(3)
For the special needs of the individual, the department may substitute other courses to fulfill music requirements. See also <i>additional requirements for the B.A. and B.M. degrees.</i>		

Total units in music — approximately 88
 Plus general studies requirements and electives totaling 133 semester units.

ADDITIONAL REQUIREMENTS FOR THE B.A. AND B.M. DEGREES

1. Attendance at department-sponsored recitals, concerts, lectures.
2. Participation in at least one major ensemble every semester.
3. Evidence of academic and musical maturity prior to admission to junior standing.
4. Participation as a performer in student recitals, coaching sessions, and jury examinations in major instrument.

NURSING

Baccalaureate Program.

The baccalaureate degree program offers professional education in nursing based upon the Roy Adaptation Level Theory of Nursing. The first two years of study are spent on the college campus pursuing a program of liberal arts and pre-professional studies.

Upon the completion of the degree requirements the graduate is eligible to take the California State Board examination for registered nurse (R.N.) licensure. The graduate is also qualified for the Public Health Nursing Certificate issued by the California Department of Public Health.

The introductory courses in nursing begin in the fall semester of the junior year. Both junior and senior years are devoted primarily to the nursing major and related courses.

Registered nurses enrolled in the baccalaureate program meet the same requirements as those for the basic nursing students. Ordinarily, for courses required by the Nursing Department, credit will be given only for those courses taken within the past fifteen years. Provision is made for R.N. students to receive credit for certain pre-professional and junior-year nursing courses through "challenge examinations." One summer course, NUR 100, Introduction to Professional Nursing, is a required course offered during the summer session preceding the senior year of clinical study. Information may be obtained by writing to the department of nursing.

For a description of the Associate Degree Program, see Doheny Campus programs.

Information for Majors in Nursing:

Admission to the Department of Nursing for enrollment in upper division nursing courses is determined by the Admissions Committee of the department in the spring semester of the sophomore year. The committee acts after consideration of the student's personality, health, and aptitude for the nursing profession, in addition to the academic achievement of a 2.50 grade point average in course work taken prior to acceptance.

Students who intend to major in nursing must have had two high school laboratory science courses, including chemistry and either physics or a biological science.

Nursing students are required to pass a basic math test before entrance into the clinical nursing program. All lower division nursing students must take PSY 2, Psychology of Communication.

During the clinical portion of the program, students must carry malpractice insurance obtained through the Student Nurse Association of California organization.

If a student's level of clinical practice is unsatisfactory or unsafe, the student may be asked to withdraw before the end of the semester. Students will bring a written report of a chest X-ray taken in the summer preceding the first clinical assignment and another for the summer before the second clinical year.

A student who receives a D or F in any course listed under "Preparation" is responsible for repeating the course.

A student earning a C-grade in a nursing course may be placed on departmental probation, and is expected to remove the probationary status by the following semester. A student receiving a D or F in a nursing course will be required to withdraw from the program. Reinstatement will be granted only by special action of the admissions committee of the Nursing Department.

The B.S. Degree With a Major in Nursing

Preparation

BIO 3	General Microbiology	(4)
BIO 51AB	Human Physiology and Anatomy	(4-4)
CHE 1AB	General Chemistry	(4-4)
or CHE 2	Chemistry of Life	(3)
and PHS 1	Scientific Concepts	(3)
CST 10	Human Nutrition	(3)
PHI 21	Values and Human Existence	(3)
PSY 1	General Psychology	(3)
PSY 112	Developmental Psychology	(3)
SOC 5	Sociological Perspectives	(3)

Recommended

PHI 168B	Medical-Moral Problems	(3)
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Requirements

NUR 110	Principles of Public Health	(3)
NUR 111AB	Nursing Science	(10-9)
NUR 112AB	Nursing Science	(10-11)
NUR 113	Developments in Professional Nursing	(3)
NUR 120ABC	Medical Science	(3-3-3)
PSY 168	Psychopathology	(3)

Total units in nursing — 55
Plus general studies requirements and
electives totaling 129 semester units.

PHILOSOPHY

Philosophy endeavors to discover and evaluate insights into the meaning of man, knowledge, human thought, nature, values, and man's relationship to himself, to others, and to the transcendent.

This major serves as an excellent preparation for graduate study or a career in college teaching, law, religious studies, social sciences, or research.

The B.A. Degree With a Major in Philosophy

Preparation

PHI 5	Logic: Structures of Reasoning	(3)
PHI 20	Knowledge and Reality	(3)
PHI 21	Values and Human Existence	(3)

Requirements

Ten upper division courses including:

PHI 150	Metaphysics	(3)
or		
PHI 152	Theory of Knowledge	(3)
PHI 168A	Contemporary Moral Problems	(3)
Two courses in history of philosophy		(6)

At least one course from each of the following groups:

I.		
PHI 155	Symbolic Logic	(3)
PHI 158	Philosophy of Science	(3)

II.		
PHI 130	Existentialism	(3)
PHI 160	Philosophy of Religion	(3)

PHI 170	Issues in Social and Political Thought	(3)
PHI 174	Aesthetics	(3)

III.		
PHI 128	Contemporary Analytic Philosophy	(3)

PHI 134	American Thought	(3)
PHI 136	Major Philosophers	(3)

Three elective courses in philosophy (9)

Total units in philosophy — 39

Plus general studies requirements and electives totaling 129 semester units.

Information for Majors in Political Science.

Majors must maintain average or above-average grades in all major courses.

The B.A. Degree With a Major in Political Science

Preparation

POL 10	Political Concepts and Culture	(3)
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Two modules from		
INT4EFGH	Civilization and Culture	(3)
or		
HIS 1B	Western Civilization	(3)

Recommended

HIS 7A-I	American Civilization	(9)
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Requirements

Ten upper division courses in political science	(30)
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Total units in political science — 36
Plus general studies requirements and electives totaling 129 semester units.

The Minor in Political Science

A minimum of seven courses in political science.

The Minor in Philosophy

A minimum of seven courses in philosophy approved by the department.

POLITICAL SCIENCE

The student who is majoring in political science investigates political theory, institutions, international relations, comparative politics, and public law as they relate to historical developments and to the political world as it is now. A maximum choice is allowed so that the major can be designed according to the dominant interests of the student.

The B.A. Degree and the Pre-Law Program

An undergraduate major in the social sciences or humanities is the preferred preparation for legal study. The major program should be supplemented with other courses designed to develop the analytical and expository skills requisite for the study of law.

The Pre-Law Advisement Program identifies potential law students early in their undergraduate education and assists them to plan courses of study suited to the rigorous demands of the profession.

Required supplementary courses:

BUS 15	Accounting	(3)
PHI 5	Logic: Structures of Reasoning	(3)
PHI 155	Symbolic Logic	(3)

Strongly recommended:

BUS 105	Business Law	(3)
PHI 152	Theory of Knowledge	(3)
PHI 168A	Contemporary Moral Problems	(3)
POL 108	American Constitutional Law	(3)

Total units in major — 36-45
Plus supplementary pre-law and general studies requirements and electives totaling 129 semester units.

PSYCHOBIOLOGY

Area Major: Psychology and Biology
The major in psychobiology examines the relationships between the biological makeup of the human person in such areas as personality, behavior, knowledge, health, and personal goals.

The B.A. or B.S. Degree With a Major in Psychobiology

Preparation

BIO 1A	Biological Dynamics: Basic Concepts	(2)
BIO 1C	Biological Dynamics: Basic Human Physiology	(1)
CHE 2	Chemistry of Life	(3)
MTH 38	Elements of Probability and Statistics	(3)
PHI 158	Philosophy of Science	(3)
PSY 1	General Psychology	(3)

Requirements

Twelve upper division courses in biology and psychology — five to seven courses in each field, including the following:

BIO 118	Endocrinology	(4)
PSY 106	Experimental Psychology	(3)
PSY 152	Physiological Psychology	(3)

Recommended Courses

Biological Sciences:

BIO10	Health Science	(3)
BIO20	Embryology	(4)
BIO30	Genetics	(3)
BIO51A	Cellular Physiology	(4)
BIO51B	Medical Physiology	(3)
BIO87	Selected Topics in Biology	(1-3)
BIO99	Independent Study	(1-3)

Psychology:

PSY 112	Developmental Psychology	(3)
PSY 134	Human Learning	(3)
PSY 145	Social Psychology	(3)
PSY 168	Psychopathology	(3)
PSY 192	Psychology Practicum	(3)
PSY 199A	Special Problems	(1-3)
PSY 199B	Special Problems	(1-3)

Total units in psychology and biological sciences — 42-45
Plus general studies requirements and electives totaling 129 semester hours.

PSYCHOLOGY

The primary focus of the Psychology Department is the study of emotion, learning, motivation, personality, and sensation as interacting human processes. The department seeks to provide an understanding of human processes by achieving a balance between experiential learning and reflection. Students in psychology may choose up to six units in field experiences relating to human behavior.

The B.A. Degree With a Major in Psychology

Preparation

PSY 1	General Psychology	(3)
PSY 106	Experimental Psychology	(3)

Requirements

Nine upper division courses including:

PSY 132	Personality	(3)
PSY 134	Human Learning	(3)
PSY 145	Social Psychology	(3)
PSY 152	Physiological Psychology	(3)
PSY 192	Psychology Practicum	(3)

Majors must obtain a grade of C or higher in all psychology courses.

Total units in psychology — 33
Plus general studies requirements and electives totaling 129 semester units.

SOCIAL SCIENCE

The Social Science major is an expanded area major with a choice of five emphases: hispanic studies, history, political science, public administration, and sociology.

The variations within the major make it possible for the student to direct her studies into particular areas of interest. A core of studies is directed toward fiscal problems, employment, technology, societal roles, ecology, and the general strategy of government.

The B.A. Degree With a Major in Social Science Hispanic Civilization Emphasis

Preparation

SPA 25AB	Advanced Spanish Grammar or its equivalent	(2-2)
Six lower division units	in history or in the Culture and Civilization series	(6)

Requirements

SPA 112AB	Introduction to the Study of Spanish Literature	(3-3)
HIS 162AB	History and Civilization of Latin America	(3-3)

18 units from the following elective courses:

SPA 42/142	History and Civilization of Spain	(3)
SPA 115	Applied Linguistics	(3)
SPA 118	Historical Grammar	(3)
SPA 123	Literary Expression of Medieval Thought	(3)
SPA 124	The Golden Age: Lyrics and Dramatic Poetry	(3)
SPA 127	Cervantes	(3)
SPA 129	Poetry and Drama of the Nineteenth Century	(3)
SPA 130	Realism in the Spanish Novel from 1554-1898	(3)
SPA 132	Studies in the Generation of 1898	(3)
SPA 135	Peninsular Literature Since 1940	(3)
SPA 140	The "Modernista" Poets	(3)
SPA 141	The Spanish-American Novel from 1910 to 1940	(3)
SPA 143	The Spanish-American Short Story	(3)
SPA 147	Literary Analysis	(3)
SPA 190	Special Studies	(3)
HIS 125	Cultural Geography	(3)
HIS 160	Social History of Spain	(3)
HIS 165A	Latin American Cultures	(3)
HIS 165B	The Spanish-Speaking in the United States	(3)
HIS 193	Studies in Selected Historical Topics	(3)

Total units in history, Spanish — 39
Plus general studies requirements and electives totaling 129 semester units.

**The B.A. Degree With a
Major in Social Science**

History Emphasis

Preparation

HIS 1AB	Western Civilization	(3-3)
POL 1	American Government and Institutions	(3)
or		
POL 10	Political Concepts	(3)

Recommended

ECO 3	Principles of Economics	(3)
Two modules from		
HIS 7 ABCDEFGHI		
	American Civilization	(2)
HIS 25	Cultural and Historical Geography	(3)

Requirements

Ten upper division courses including:		
HIS 101	Writing of History	(3)
Two-course sequence in		
	American history	(6)
Two-course sequence in		
	European history	(6)
Three upper division courses in		
	economics, political science, or sociology	(9)

Total units in social science — 39
Plus general studies requirements and electives totaling 129 semester units.

**The B.A. Degree With a
Major in Social Science**

Political Science Emphasis

Preparation

HIS 1AB	Western Civilization	(3-3)
POL 10	Political Concepts and Culture	(3)

Recommended

HIS 7 ABCDEFGHI	American Civilization	(9)
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Requirements

Seven upper division courses in		
	political science	(21)
Three upper division courses in		
	history or economics or sociology	(9)

Total units in major courses — 36
Plus general Studies requirements and electives totaling 129 semester units.

**The B.A. Degree With a
Major in Social Science
Public Administration Emphasis**

Preparation

POL 1	Introduction to American Government	(3)
or		
HIS 117	American Democratic Republic	(3)
POL 10	Political Concepts	(3)

Recommended

BUS 115	Accounting	(3)
ECO 3	Principles of Economics	(3)

Requirements

POL 185	Public Personnel Administration	(3)
POL 186	Introduction to Public Administration	(3)
POL 187	Organizational Theory and Governmental Management	(3)
POL 191	Internship in Government Service	(3)

Eighteen units from the following courses:

ECO 131	Public Finance	(3)
MTH 109	Introduction to Computer Processes	(3)
MTH 138	Elements of Probability and Statistics	(3)
POL 102	Comparative Politics	(3)
POL 107	Political Economics	(3)
POL 108	American Constitutional Law	(3)
POL 134	International Organization	(3)
POL 170	American Party Politics	(3)

or		
POL 175	Selected Topics in the American Political Structure	(3)
POL 180	State and Local Government	(3)
SOC 161	Racial and Cultural Minorities	(3)
SOC 175	Urban Sociology	(3)

Total units in social science — 36
Plus general studies requirements and electives totaling 129 semester units.

**The B.A. Degree With a
Major in Social Science**

Sociology Emphasis

Preparation

ANT 2	Cultural Anthropology	(3)
MTH 38	Elements of Probability and Statistics	(3)
POL 10	Political Concepts	(3)
PSY 1	General Psychology	(3)
SOC 1	Sociological Perspectives	(3)

Requirements

Six upper division courses in Sociology including:

SOC 117	Research Methods in the Social Sciences	(3)
SOC 145	Social Psychology	(3)
SOC 161	Racial and Cultural Minorities	(3)
SOC 165	Development of Social Thought	(3)
or		
SOC 166	Contemporary Sociological Theory	(3)

Three upper division courses in economics, history, or political science

Total Units in social science — 42
Plus general studies requirements and electives totaling 129 semester units.

**The B.A. Degree With a
Major in Sociology**

Preparation

ANT 2	Cultural Anthropology	(3)
MTH 38	Elements of Probability and Statistics	(3)
POL 1	Political Concepts	(3)
PSY 1	General Psychology	(3)

Requirements

SOC 104	The Family	(3)
or		
SOC 195	Sociology of Religion	(3)
SOC 110	Deviant Behavior: Juvenile Delinquency	(3)
or		
SOC 111	Deviant Behavior: Criminology	(3)
SOC 117	Research Methods	(3)
SOC 145	Social Psychology	(3)
SOC 161	Racial and Cultural Minorities	(3)
SOC 165	Development of Social Thought	(3)
SOC 166	Contemporary Sociological Theory	(3)
SOC 175	Urban Sociology	(3)
Plus any two other upper division courses		(6)

Total units in Sociology — 36
Plus general studies requirements and electives totaling 129 semester units.

SOCIOLOGY

The major in sociology is basically a study of people as they live together in groups. Sociologists in the past have contributed important information and insights to discussions of urbanism, education, the racial situation, and legislation to prevent poverty and to eliminate crime. By inquiring into the structure and dynamics of modern society, the student develops a capacity for viewing our changing social world objectively, critically, and creatively.

The Minor in Sociology

A minimum of seven courses in sociology, including:

- SOC 5 Sociological Perspectives
- One course in sociological theory
- One course in research methods

SPANISH

The major in Spanish is a comprehensive program leading to a proficiency in speaking, reading, and writing Spanish, and to a deepening of the humanistic spirit through understanding the ideas and ways of life of the Spanish-speaking nations. It offers preparation for teaching, research, graduate study, and travel.

See also the M.A.T. degree program with a major in Spanish offered at the Doheny Campus, graduate division.

The B.A. Degree With a Major in Spanish

Preparation

SPA 4AB Intermediate Spanish (3-3)
May be challenged by examination

SPA 8ABCD Phonetics and Conversation (1-1-1-1)
(Waived for native speakers and may be challenged by other students)

SPA 25AB Advanced Grammar (2-2)

SPA 42/142 History and Civilization of Spain (3)

Requirements

SPA 109 Stylistics and Composition (3)

SPA 112AB Introduction to the Study of Literature (3-3)

One course in the golden age (3)

One course in the contemporary period (3)

Two upper division literature courses (6)

One upper division course chosen from literature, civilization of Spanish-America, linguistics (3)

SPA 191 Senior Thesis (1)

Total upper division units in Spanish — 25

Plus general studies requirements and electives totaling 129 semester units.

The B.A. Degree With a Major in Spanish

Spanish Studies Emphasis

Preparation

SPA 4AB Intermediate Spanish or approved alternate (3-3)

SPA 8ABCD Phonetics and Conversation (Select three modules.) (1-1-1-1)

Requirements

SPA 109 Stylistics and Composition (3)

SPA 112AB Introduction to the Study of Spanish Literature (3-3)

SPA 115 Applied Linguistics (3)

SPA 125AB Advanced Grammar (3-3)

SPA 142 History and Civilization of Spain (3)

One upper division course chosen from hispanic language, literature, civilization, study-travel, or an approved related area course. (3)

SPA 191 Senior Thesis (1)

Total upper division units in Spanish — 25

Plus general studies requirements and electives totaling 129 semester units.

The B.A. Degree With a Major in Spanish (Doheny Campus)

For native speakers of Spanish who hold a "Bachillerato" or equivalent.

Requirements

SPA 109 Advanced Composition — (3)
May be taken by examination

SPA 142 History and Civilization of Spain (3)

SPA 147 Literary Analysis (3)

One course in the golden age (3)

One course in the contemporary period (3)

Two upper division literature courses (6)

One upper division course chosen from literature of linguistics. (3)

A course in morphology and syntax is strongly recommended.

Total upper division units in Spanish — 24

Plus general studies requirements (or equivalents) and electives totaling 129 semester units.

The Minor in Spanish

Minimum requirements:

SPA 4AB	Intermediate Spanish — May be challenged by examination	(3-3)
SPA 8ABCD	Phonetics and Conversation — Waived for native speakers and may be challenged by other students	(1-1-1-1)
SPA 25AB	Advanced Grammar	(2-2)
SPA 42	History and Civilization of Spain	(3)
SPA 109	Stylistics and Composition	(3)
Two upper division courses		(6)

This fifth year of study may be used to complete a Master's Degree in a particular subject, or to qualify for the

Bilingual/Cross-Cultural Specialist Credential

Early Childhood Specialist

Instructional Credential

Special Education Specialist

Credential (Learning Handicapped)

or the

Administrative Services Credential

Pupil Personnel Services Credential

Other programs will be added later.

The Department of Education also offers the Master of Science Degree in Education with concentrations in

Administrative Studies

Bilingual/Cross-Cultural Studies

Cultural-Urban Educational

Foundations

Early Childhood

Pupil Personnel Services

Special Education

(Learning Handicapped)

(See Graduate Division)

The B.A. Degree and the Teacher Education Program

The Department of Education is accredited to recommend students for California Teaching Credentials in both the Multiple Subject (elementary teaching) and the Single Subject (secondary teaching). Either of these credentials may be obtained in a four-year baccalaureate degree program. When the student has completed the Diversified or Single Subject major, the professional courses, including supervised teaching, and any other requirements of the college for the baccalaureate degree, a Preliminary Credential can be obtained.

The Preliminary Credential is valid for five years. Within these five years, a fifth year of approximately thirty semester hours and a minimum of two years of teaching experience in California must be completed to qualify for a Life Credential.

The fifth year program to fulfill these requirements is defined at Mount St. Mary's College as an approved program of thirty semester hours of post-baccalaureate work.

TEACHER EDUCATION PROGRAM

Admission to the Program

Students wishing to enter the teacher education program should make application in writing no later than the beginning of the first semester of the sophomore year.

A screening committee made up of members of the Department of Education will review the data submitted by the student. The information should give evidence of the following:

1. Completion of the application form for the teacher preparation program, with statements affirming the moral character of the student.
2. A pattern of academic competence — a minimum GPA of 2.5 for multiple subject majors and 2.75 for single subject majors — documented by transcripts.
3. Good health sufficient for teaching. The health appraisal form from the Student Health Services will affirm this.

4. Competence in oral reading and speech. Examinations will be given by the English and Education Departments.
5. Completed recommendation forms from three faculty members evaluating the student's suitability for teaching.
6. At least twelfth grade mastery of the basic skills of reading, grammar, spelling, mathematics, and study skills. Comprehensive Tests of Basic Skills will be administered in the second week of October and of May.
7. Interview by at least two members of the Education Department to determine professional aptitude, goal-intent, and personal qualifications.
8. Prior experience with children and youth groups through volunteer tutorial programs or community action courses for credit and monitored experiences in required courses:

SOC 5, Sociological Perspectives, fall semester, freshman year;
 ENG 134, Children's Literature, spring semester, freshman year;
 EDU 101, Perspectives in Education, fall semester, sophomore year.

The Multiple Subject Credential (Elementary Teaching)

The Multiple Subject Credential candidate must fulfill the California requirement of either passing a subject matter examination OR completing the college-approved program for the Diversified Major.

REQUIREMENTS for the Multiple Subject Credential:

1. Admission to teacher education program.
2. Completion of a Diversified Major.

Requirements:

- (1) The diversified major consists of 84 units distributed equally among the following four areas:
 - a. Fine Arts and Humanities, including Foreign Language
 - b. Social Sciences
 - c. English
 - d. Science and Mathematics.
 - (2) Twelve units in Supervised Teaching. Consult the Education Department.
 - (3) Professional education courses as designated in the college-approved program including the teaching of reading prior to Supervised Teaching.
 - (4) A minimum scholastic average of 2.50 must be maintained to remain in credential status.
 - (5) A fifth year of postgraduate study which must be completed within five years.
3. Candidates for this credential must consult the credential advisor each semester before filing course cards. For further information see the B.A. degree and the diversified major.

The Single Subject Credential (Secondary Teaching)

The Single Subject Credential candidate must fulfill the California requirement of either passing a subject matter examination OR completing the college-approved program for the Single Subject Major.

REQUIREMENTS for the Single Subject Credential:

1. Admission to the teacher education program.
2. Completion of a Single Subject Major.
3. Professional education courses as designated in the college-approved program, including teaching of reading.
4. A minimum scholastic average of 2.75 to remain in credential status.

5. Twelve units in supervised teaching.
6. A fifth year of postgraduate study which must be completed within five years.
7. Consultation with the department and with the credential advisors each semester before filing course cards.



GRADUATE PROGRAMS

GRADUATE DEGREES AND PROGRAMS

Mount St. Mary's College in Los Angeles offers to qualified men and women the following graduate degrees and programs:

The Master of Arts in Teaching with majors in History and Spanish.

The Master of Science in Education with concentrations in Administrative Studies, Bilingual/Cross-Cultural Studies, Cultural-Urban Educational Foundations, Early Childhood, Pupil Personnel Services, and Special Education (Learning Handicapped).

The Graduate Certificate in Teaching English as a Second Language.

The Graduate Division also offers courses which qualify the student for the following:

California Teaching Credentials with specialization in Elementary Teaching (Multiple Subject Credential) and Secondary Teaching (Single Subject Credential).

California Services and Specialist Credentials. Mount St. Mary's has received approval from the Commission for Teacher Preparation and Licensing for the following programs:

Administrative Services Credential

The Bilingual/Cross-Cultural Specialist Credential

Early Childhood Specialist Instructional Credential

Special Education Specialist Credential (Learning Handicapped)

The following is being submitted for approval:

Pupil Personnel Services Credential

These programs are designed to fulfill the fifth year requirement. For additional information, consult the Department of Education.

Application Procedures for Graduate Programs

A student who holds a bachelors degree or its equivalent from an accredited college or university is eligible to apply for admission. The student's previous academic record must give evidence of the ability and preparation necessary for successfully pursuing graduate study.

Procedure for admission:

- A. The applicant makes an appointment with the Coordinator of the graduate program which the applicant intends to pursue. At this interview, admission forms are given to each applicant and an advisor is assigned.
- B. The applicant forwards to the Graduate Office (10 Chester Place, Los Angeles, CA. 90007):
 1. Application and application fee
 2. Medical Certificate
 3. Three letters of recommendation from college instructors/administrators who have had ample opportunity to judge the applicant's academic qualifications.
 4. Two official transcripts of all previous college work, both undergraduate and graduate, sent directly by the particular institutions.
 5. Scores for the Graduate Record Examinations. (Only required for degree programs.)

The Graduate Record Examinations (GRE) do not replace other records of achievement as a basis for admission, but they do offer additional evidence concerning the qualifications of students desiring to undertake graduate work.

The GRE Aptitude Test is required of all students prior to admission to graduate work toward a master's degree. Students whose cumulative upper division grade point

average is 3.0 or above, or who hold advanced degrees, may be exempted from the Aptitude Test at the discretion of the graduate dean. The GRE Advanced Area Test is required at the option of the major department.

Applicants who have not taken the Graduate Record Examinations may be admitted to unclassified status provided they take the Aptitude Test during the first term of study and the Advanced Test, if required, before completing nine semester hours of work. Application blanks for the Graduate Record Examinations may be obtained from the graduate office or directly from Educational Testing Service, Box 955-R, Princeton, N. J. 08540.

In the event that the applicant's undergraduate record does not include all the requisite courses or a satisfactory average, he may be obliged to take supplementary undergraduate work to fulfill the requisites of his major department. This demand for additional prerequisites should not be considered prejudicial to the college previously attended by the applicant. Work completed during the semester in which the student is classified is considered to be completed in classified status.

Classified Status

Admission to classified status may be approved by the graduate dean or by the graduate council after all requirements for admission are fulfilled, and after the applicant has successfully completed at least one graduate course at Mount St. Mary's College. Notice of admission to classified status is sent directly to the applicant as soon as possible.

Admission to the graduate division does not constitute advancement to candidacy for the master's degree.

The applicant should arrange for a personal interview with his graduate advisor in order to plan a program before registering for courses. Before registering each semester/summer, the applicant must obtain his advisor's signature on his course card.

Credential Status

Admission requirements for credential programs are the same as those for master's programs. See procedures for admission to unclassified and classified status.

Candidacy

Students must be admitted to candidacy not later than one semester before the date of completion of the requirements for the degree. To be eligible for candidacy for master's degree, students must

1. Have attained classified status.
2. Have completed a minimum of twenty-four semester units of graduate work or be in the final semester of study.
3. Had their project/research report topic, or examination areas (as required by the department) approved.

Written notice of the above approval and advancement to candidacy is sent to the student directly from the graduate office.

Application for Degree

Candidates for the master's degree must file a formal degree application in the graduate office. The final date for this application is published in the current graduate and extended day calendar.

Commencement

Candidates receiving degrees are required to be present at commencement unless especially excused by the graduate dean.

Continuing Education

A student who holds a bachelor's degree from an accredited college or university is eligible to take courses at the Mount even without the intention of pursuing a graduate degree or credential. He may take either undergraduate courses in subjects of his special interest or graduate courses for which he is qualified.

The student should fill out an admission form at the time of his first registration at the Mount, at which time he will be assigned an advisor.

Students are expected to observe the prevailing standards of scholarship and attendance. If a student, after taking courses at the Mount, should later alter his decision and become an applicant for a degree, only that work may be accepted for classified status which satisfies the requirements of the program the student is entering, and which meets with the approval of the department and the graduate dean.

Foreign Students

In addition to the general requirements for admission to the graduate division, students from foreign countries are required to present evidence of proficiency in oral and written English and a guarantee of financial support during their period of study at Mount St. Mary's College. Further details will be found in *Information for Prospective Students from Other Countries* which will be sent from the graduate office upon request.

ACADEMIC POLICIES

The Graduate Council has general supervision over those rules and regulations of the college which concern graduate work and advanced degrees. It determines the qualifications for membership in the graduate division faculty and approves all courses taken for graduate credit.

Responsibility for complying at the proper time with regulations and procedures rests with the student. The written authorization of the graduate dean is required for any exception to printed regulations. Since graduate degrees are awarded for scholarly accomplishment, any quantitative requirements of specific degree programs must be considered as minimum standards.

The student's program should be planned as an integrated area of study. The program will be directed by the professor in charge of graduate studies in the major department.

Residence and Time Limit

All courses toward the master's degree should ordinarily be taken in residence at Mount St. Mary's College. The minimum time of residence for the degree is three semesters, or one semester and three summer sessions, or two semesters and one summer session, or four summer sessions.

The degree must ordinarily be earned within five consecutive years or nine consecutive summer sessions. Credit will not be granted for work extending beyond these limits. Any term or summer session in which the student fails to register in the graduate division is included in these limits.

Students may work concurrently toward a master's degree and a credential. Such a combined objective will generally require more total credit hours and longer residence.

Graduate Study in Summer Session

The graduate division offers summer session programs which will usually enable the student to complete his work for the master's degree in five summers. Graduate students in the summer session are subject to the same scholastic requirements as those in the regular academic year.

Credit Limit

The number of semester hours of work taken in the respective terms or summer

sessions shall be determined by consultation with the departmental advisors. Students normally carry nine semester hours of graduate work during a regular term and six semester hours of graduate work during the summer session.

Course Numbers

While all of the work counted toward the master's degree must be of distinctly advanced character, not all the courses need be taken from the 200-level. With the approval of the graduate advisor in the major field, a maximum of nine semester units of upper division courses suitable for a well-rounded program may be included provided that the student earns at least a B grade in them.

Grades

The following grades carry grade points which are computed in the student's grade point average:

- A, excellent, 4 grade points per unit
- B, good, 3 grade points per unit
- C, average, 2 grade points per unit
- D, poor but passing, 1 grade point per unit
- F, failure, 0 grade points per unit
- WF, withdrawn failing, 0 grade points per unit.

The following grades are not computed in the GPA:

- I, incomplete
- WP, withdrawn passing
- AU, audit
- CR, pass/credit without grade

An incomplete will remain as such unless removed upon completion of the course within the next grading period. The Incomplete is ignored in computing the GPA.

The grade point average for all work presented for an advanced degree must be at least 3.0 or B average. A required course in which an unsatisfactory grade has been received must be repeated.

Credit by Examination

Credit for specific courses listed in the catalog will be given for satisfactory completion of examinations offered by

the departments. Petition to take such examinations is made through the coordinator of the respective department. Forms for such petitions may be obtained from the academic advisor.

Examinations will be given only at specified times, as listed in the academic calendar for graduate programs.

Credit examinations will ordinarily be given only to students who have been admitted to classified status in a graduate program and have maintained a 3.0 GPA in at least one semester or six units of study at Mount St. Mary's College. After satisfactorily completing credit examinations, students will register and receive credit for the corresponding course(s). Only "credit" (i.e., no grade) will be given for passing these examinations; no record of failures on these examinations will appear on the transcript.

A maximum of nine units, which may be included in the twenty-four units of residency, may be earned by credit examinations.

Services and Specialist Credential Program Equivalency

Seminars are provided for those who have had courses/experiences which apply toward the Services or Specialist Credentials. Prior to enrollment, students must confer with the advisor of the specific credential area. At this time, they must present all documents (including transcripts) and verifications of experience.

Only "credit" (no grade nor units) will be given. Equivalency will be determined by (a) evaluation of past experience and course work, and (b) assessment of course content and demonstrated performance competency.

Please note: These seminars are available only to those who wish to meet the requirements of the **Services or Specialist Credentials**.

Transfer of Credit

A maximum of six semester hours of graduate work taken in a recognized graduate school prior to matriculation at

Mount St. Mary's College is transferable provided that:

1. The transfer courses satisfy curriculum requirements at Mount St. Mary's College and a grade of "B" or better was earned;
2. The courses are transferred after receiving classified status and prior to candidacy for the degree. It is the student's responsibility to obtain Transfer of Credit forms from the graduate office;
3. Correspondence and extension courses are not transferable;
4. Courses must have been taken within five years of date on which the student received classified status in a Mount St. Mary's College graduate program.

Students once admitted to a graduate program are expected to pursue study only at Mount St. Mary's College. For credential students, the Ryan Act requires residency in one college program.

Probation

Failure to maintain a 3.0 GPA places the student on probation. A student on probation must achieve a GPA of 3.0 or higher during the next term in order to be readmitted to regular standing and may be required to take fewer units of work while on probation.

Dismissal

A student is subject to dismissal for failure to maintain a 3.0 GPA during probationary period. The graduate dean and/or the graduate council has the power to dismiss students and to suspend dismissal.

Withdrawal

Students who withdraw from a graduate program at any time must file a withdrawal notice in the graduate office.

Withdrawal from a course without authorization results in a WF.

Grievance Procedure

Copies of **MSMC Graduate Student Grievance Procedure** are available upon request at the graduate office.

DEGREE PROGRAMS

Master of Arts in Teaching

Eighteen semester hours of course work are required in one of the following major fields, 12 semester hours in Education, and an examination at the conclusion of the program.

Master of Arts in Teaching with a Major in History

Prerequisites:

An undergraduate major in history, or the equivalent, including HIS 101, HIS 198, and PSY 123, or an equivalent course.

Requirements

1. HIS 293, or the equivalent; 9 units of upper-division history specified by the department as acceptable toward the master's degree; two selections from graduate seminars, with the approval of the graduate advisor.
2. Completion of twelve semester hours of education selected from the M.S. in Education degree programs or from courses offered for the Services or Specialist Credentials.
3. A written examination, upon completion of course work, in an area not previously covered by course work, the preparation for which is largely on the student's own initiative. This examination may not be taken more than twice.

Master of Arts in Teaching with a Major in Spanish

Prerequisites:

An undergraduate major; methods of teaching Spanish; and PSY 123, or an equivalent course.

Requirements:

1. SPA 115/215, SPA 118/218, SPA 147/247, plus three graduate courses in Spanish.
2. Completion of 12 semester hours of education selected from the M.S. in Education degree programs or from courses offered for the Services or Specialists Credentials.
3. A written examination taken after completion of course work. This examination may not be taken more than twice.

Master of Science in Education

Thirty semester hours of graduate course work are required. These include the required core courses plus specialization in an area of concentration. A project or a master's seminar in the field of educational practice is also required.

Prerequisites:

A bachelor's degree and a teaching credential or its equivalent (including 12 semester hours of upper division courses in education in the area of educational psychology, foundations of education, and curriculum).

Required core courses for all areas of concentration: Nine semester hours including: EDU 200, EDU 214, and EDU 295 or EDU 296. (Students in Pupil Personnel Program substitute EDU 203 for EDU 214.)

Areas of Concentration

With the aid of the coordinator of graduate education programs, the student selects one area of study from the following:

1. Administrative Studies

(Additional prerequisite: one to two years of successful teaching experience.)

Option I. Administration of Schools

Option II. Administration of Pupil Personnel Services

Courses: EDU 205, EDU 214, EDU 215, EDU 216, EDU 258, EDU 263, EDU 298, EDU 212,

and EDU 213/EDU 217.

Option III. Supervision of Instruction

Courses: EDU 205, EDU 214, EDU 215, EDU 216, EDU 257, EDU 258, EDU 263, EDU 298, and one course from EDU 212, EDU 213, EDU 217.

2. Bilingual/Cross-Cultural Studies

Courses: EDU 280, EDU 281, EDU 282, ENG 200, ENG 204, HIS 265AB, SPA 215, SPA 218, SOC 210, SOC 225.

3. Cultural-Urban Educational Foundations

Designed for students who wish to meet individual interests/needs. Requirements include the core courses (nine units) and four other courses (12 units) in one concentration. The remaining units are elective.

Courses: EDU 202, EDU 203, EDU 214, EDU 222, EDU 223, EDU 230, SOC 210, SOC 225, SOC 261.

4. Early Childhood

Courses: EDU 216, EDU 231, EDU 232, EDU 233, EDU 234, EDU 235AB, EDU 238, EDU 239, EDU 272/PSY 272.

5. Pupil Personnel Services

Courses: EDU 202, EDU 203, EDU 261, EDU 262, EDU 263, EDU 269, EDU 270, PSY 224, PSY 225, PSY 230, PSY 235, SOC 261.

6. Special Education (Learning Handicapped)

Courses: EDU 216, EDU 270, EDU 271/PSY 271, EDU 272/PSY 272, EDU 273/PSY 273, EDU 274/PSY 274, EDU 275, EDU 276, EDU 277/PSY 277, EDU 278. (15-18 units must be in education.)

If the candidate for the M.S. in Education degree with a concentration in Special Education has not had one year of satisfactory full-time teaching experience with special education students, four semester hours of supervised teaching are required. It is

recommended that this experience be concurrent with or that it immediately follow the completion of course work.

Electives:

Elective units may be devoted to a minor area selected after consultation with the graduate advisor in cooperation with other departments. N.B. Students may work concurrently for a Services or Specialist Credential while pursuing the Master's degree. In this case, more than 30 semester hours may be necessary to complete requirements for both the degree and the credential. See credential requirements.

Research Requirements

Candidates for the Master of Science in Education are required to present a project or to participate in a master's seminar in the field of educational practice.

Project

This project provides an opportunity for the student to obtain firsthand experience in research methods under competent direction. The project should be limited in scope and give evidence of the student's ability to organize knowledge, to analyze critically, and to present the results in a readable and accurate form.

A brief description of the topic and of the proposed method of investigation must accompany each topic presented for approval.

The candidate must present his completed project to his project director not later than the date established in the current academic calendar. It must be approved by the director before being finally typed according to the prescribed form. Two copies must be filed with the graduate dean on the date listed in the current calendar. Specific directions regarding the format and typing of projects may be obtained from the graduate office.

Master's Seminar

When a student has completed a minimum of 24 units of graduate credit or when he has reached the last semester of

course work, he may enroll in EDU 296, Master's Seminar. See course description. A report on the research is required at the end of the seminar. Specific directions regarding format and other requirements may be obtained from the seminar advisor. Two copies of the completed work are to be approved by the seminar advisor who files the copies with the graduate office.

TESL Certificate Program

Graduate Certificate in Teaching English as a Second Language

A. For non-native speakers of English

Prerequisites:

1. ENG 104J, ENG 105J, ENG 106J, ENG 128J, ENG 129J.
2. Acceptance into Mount St. Mary's teacher preparation program.
3. Passing of a written and oral proficiency examination in English.

Requirements:

1. EDU 350J. Prerequisites: ENG 104J and passing of the English proficiency examination.
2. EDU 336 — Supervised Teaching: ESL — Elementary, or EDU 378 — Supervised Teaching: ESL — Secondary. Prerequisites: EDU 250J and approval of the Education and English Departments.
3. All courses required for the California Teaching Credential.

B. For native speakers of English

Prerequisites:

1. An acceptable undergraduate background in English language and literature.
2. Some foreign language study at the college level strongly recommended.
3. Acceptance into Mount St. Mary's teacher preparation program, or a valid California credential.

Requirements:

1. ENG 204. Prerequisite: ENG 101 or ENG 102/ENG 202.

2. EDU 351. Prerequisite: ENG 204.
3. EDU 336 — Supervised Teaching: ESL — Elementary, or EDU 378 — Supervised Teaching: ESL — Secondary. Prerequisites: EDU 351 and the approval of the Education and English Departments.
4. All courses required for the California Teaching Credential.

Recommended courses in allied fields for both programs A and B: EDU 230AB, PSY 134, PSY 135, SOC 137, SOC 161/SOC 261.

Credential Programs

The Department of Education is accredited to recommend students for California Teaching Credentials in both the Multiple Subject (elementary teaching) and Single Subject (secondary teaching). Either of these credentials may be obtained in a four-year baccalaureate degree program. When the student has completed the diversified or single subject major, the professional courses, including supervised teaching, and any other requirements of the college for the baccalaureate degree, a Preliminary Creden-

tial can be obtained. See Baccalaureate Programs.

This Preliminary Credential is valid for five years. Within these five years, a fifth year of approximately 30 semester hours and a minimum of two years of teaching experience in California must be completed to qualify for a Life Credential. This fifth year of study may be used to complete a master's degree in a subject matter area or to qualify for the:

Bilingual/Cross-Cultural Specialist Credential

Early Childhood Specialist Instructional Credential

Special Education Specialist Credential (Learning Handicapped)

or the

Administrative Services Credential

Pupil Personnel Services Credential

Prerequisites: See the Master of Science in Education Degree Program

N.B.: Any student wishing to obtain a masters degree in conjunction with any of the above credentials must apply when beginning work to the graduate office for admission to the graduate school. See the masters requirements in this bulletin.



**COURSES
OF
INSTRUCTION**

GOALS

As a Catholic liberal arts college, we prize, before professional preparation, a broad range of studies and experiences that frees and enlivens the human mind and spirit. By emphasizing ultimate values and principles, by pitting idea against idea, and by searching for truth and beauty among part truths and varieties of beauty, the student has the opportunity to develop a sense of time and timelessness, to develop her reason and judgment, discernment and taste, understanding and compassion. When viewed in this larger framework, academic excellence is seen primarily as a way toward a richer spiritual and cultural development.

COURSE DESCRIPTIONS

All credit is recorded in semester units. The standard course is equivalent to three semester units. The standard semester unit is equivalent to fifteen 50-minute periods, which is satisfied by thirteen 60-minute periods per term or the equivalent. The standard semester unit for a laboratory course is equivalent to forty-five 50-minute periods, which is satisfied by thirty-eight 60-minute periods per term or the equivalent.

Courses are numbered according to the following classifications:

Levels of instruction:

- 000-to 099-Lower division
- 100-to 199-Upper division
- 200-to 299-Graduate
- 300-to 399-Professional

Fields of Study

AER	Aerospace
ANT	Anthropology
ART	Art
AST	American Studies
BIO	Biological Sciences
BUS	Business
CHE	Chemistry
CST	Consumer Studies
ECO	Economics
EDU	Education
ENG	English
ESL	English as a Second Language
EXT	Extension
FRE	French
GER	German
HIS	History
INT	Interdisciplinary
ITA	Italian
JRN	Journalism
MTH	Mathematics
MUS	Music
NUR	Nursing
PED	Physical Education
PHI	Philosophy
PHY	Physics
PHS	Physical Science
POL	Political Science
PSY	Psychology
SOC	Sociology
RST	Religious Studies
SPA	Spanish
SPE	Speech
SPR	Special Programs

For courses offered any given term, consult the schedule of classes, which is distributed each term prior to registration.

The college reserves the right to cancel any course listed in the schedule of classes.

A listing of computer code numbers for all courses offered appears on pages 140-146 of this bulletin.

AEROSPACE

Courses offered as part of the Loyola-Marymount University Air Force ROTC Program.

AER 95AB The United States Air Force (1-1)
The study of the mission and organization of the United States Air Force.

AER 95CD Leadership Laboratory I, II (0)

AER 96AB Development of Air Power (1-1)

AER 96CD Leadership Laboratory III, IV (0)

AER 197AB Growth and Development of Aerospace Power (3-3)

Prerequisites: AER095ABCD; AER096ABCD.
Corequisite: AER197CD.

AER 197CD Leadership Laboratory V, VI (0)

AER 198AB The Professional Air Force Office (3-3)

AER 198CD Leadership Laboratory VII, VIII (0)

AER 198E Ground Instruction (2)
Preparation for flight.

AMERICAN STUDIES

AST 172 Special Studies in American Civilization (1-3)

May be repeated for credit.

AST 174 Seminar in American Studies I (3)

This seminar will study certain "classic" texts about American culture from an interdisciplinary point of view. Works such as de Tocqueville's *Democracy in America*, Adam's *Education of Henry Adams*, Bradford's *Plymouth Plantation*, Hawthorne's *Scarlet Letter*, Melville's *Moby Dick*, and Faulkner's *Absalom, Absalom* will be discussed through the perspective of literary, philosophical, historical, sociological, political, and aesthetic disciplines. May be repeated for credit.

AST 175 Seminar in American Studies II (3)

This seminar is a study of a recurrent theme in American life from a variety of perspectives. Students will consider how the theme manifests itself in the art, literature, philosophy, history, and political and economic order of American society. The particular theme chosen for study will vary from year to year. May be repeated for credit.

ANTHROPOLOGY

ANT 2 Cultural Anthropology (3)

A study of the basic components of culture and social structure; the varied patterns whereby human needs are met in both primitive and modern societies; cultural change.

ANT 125 Comparative Societies (3)

See SOC 125.

ANT 137 Culture and Personality (3)

See SOC 137.

ART

ART 1 Drawing I (3)

Development of basic drawing skills. Emphasis on fundamentals of form, structure, and composition. Various black and white media are explored.

ART 2 Design I (3)

An investigation of the elements and principles of design through specific visual problems. Color theories are explored and subsequent interaction of color is studied through application.

ART 3/103 Three-Dimensional Design (3)

The study of design as applied to three-dimensional problems. Various materials and techniques will be explored. The development of skills in the handling of material, tools and equipment will be included.

ART 4/104 Painting I (3)

The development of skills relative to composition, color and other structural elements of painting. Primarily acrylic paint will be used although various materials can be considered. Building a stretcher bar and stretching canvas will be included.

ART 5/105 Fundamentals of Art (3)

Illustrated lecture through the use of slides and films on the development of art forms from historical periods through contemporary life. Various modes of painting, sculpture, architecture, and crafts will be studied.

ART 6/106 Design II (3)

The application of the elements and principles of design to further the development of creative ideas. Includes graphic processes and techniques. Prerequisite: ART 2.

ART 7/107 Modern Art Survey (3)

The aim of this course is to help students develop a greater aesthetic awareness through direct exposure to the visual arts. Emphasis on visits to artists' studios, major museums, and galleries.

ART 9/109 Fiber Design I (3)

The development of design through the understanding and utilization of fiber. Techniques of non-loom weaving, coiling, and other fiber processes will be explored. Prerequisite: ART 2 or permission of instructor.

ART 10/110 Photography I (3)

A laboratory and theory course introducing techniques of shooting, developing, and printing. Students are expected to supply their own cameras.

ART 11/111 Printmaking I (Intaglio) (3)

A laboratory course involving intaglio, collagraph, and relief printing processes. Historical development and the aesthetic value of the print image will be considered. Creative experimentation with materials and technique is emphasized. Prerequisites: ART 1 and ART 2.

ART 12/112 Ceramics I (3)

Experience in various introductory methods of clay construction. Emphasis on the development of visual concepts through the use of clay. Understanding the entire ceramic process will be encouraged. Demonstration lectures will supplement the studio experience.

ART 20/120 Painting II (3)

Contemporary modes of painting will be explored and traditional approaches re-examined. Emphasis will be on the further development of skills and techniques. Various painting materials will be investigated. Prerequisite: ART 4/104.

ART 22/122 Figure Drawing II (3)

Drawing from life in various media, preceded by introductory anatomical studies. The accurate and creative use of the figure in composition will be an objective of the course. Prerequisite: ART 1.

ART 30AB/130AB Graphic Communication (3-3)

The development of visual ideas for the purpose of communication. A variety of techniques and graphic processes will be explored. Students will develop visual images relative to social, industrial and institutional concerns. Prerequisites: ART 2 and ART 6/106.

ART 45/145 Creative Art Experiences (3)

The study of the child and environment in relation to art. Materials and ideas developed to stimulate personal expression in children.

ART 46/146 Art as Therapy (3)

Through the use of various techniques, this course will familiarize the student with the experiential and cultural dimensions of working in art with exceptional individuals who are physically or mentally handicapped.

ART 94/194 Study/Travel (1-6)**ART 99 Special Experience (3)**

An individually designed course combining field experience with studio projects. May be repeated for credit.

ART 123 Ceramics II (3)

Emphasis on the application of skills to visual concepts in ceramics. Includes the further study of relative materials, firing and glazing techniques. Prerequisite: ART 12/112.

ART 125 Weaving I (3)

An introduction to materials and techniques of four harness loom weaving. Emphasis on construction, warping, threading, and the manipulation of design.

ART 131AB Rendering Techniques (3-3)

The experimentation and exploration of materials and techniques used in rendering. Various media, papers and tools will be utilized relative to appropriate application. Graphic presentation and illustrative treatment will be pursued as these techniques relate to the reproduction and graphic process. Prerequisites: ART 1 and ART 2.

ART 132 Environmental Design

A studio course exploring various theories and techniques used in the conscious development of space. Emphasis on the study of form and function. Prerequisite: ART 2.

ART 149 Sculpture I (3)

An introduction into basic sculpture processes and techniques. Emphasis on the creative development of three-dimensional form in space. Various materials will be explored. Prerequisite: ART 3/103.

ART 150 Photography II (3)

The further development of camera and dark-room techniques. Emphasis will be placed on the study of and creative use of controlled lighting. Prerequisite: ART 10/110.

ART 151 Printmaking II (Lithography) (3)

Introduction to the graphic processes of lithography; work in black and white and color. Exploration of both traditional and contemporary techniques. Prerequisite: ART 10/110.

ART 153 Serigraphy (3)

An introduction to silk screen printing. The study of techniques through the use of various stencils, chemicals and photo-processes. The course will include building a printing unit. Prerequisite: ART 2 or ART 10/110.

ART 154ABC Fiber Design (3-3-3)

Further development of fiber techniques in sculptural forms. Individual direction and choice of materials. Prerequisite: ART 9/109.

ART 155ABC Weaving II (3-3-3)

The further development of weaving techniques utilizing the four harness loom. The exploration of related fiber processes and the application of these skills to design problems. Prerequisite: ART 125.

ART 159ABC Sculpture II (3-3-3)

Advanced problems which encourage conceptual development and technical control. Individual direction and choice of materials are encouraged. Prerequisite: ART 149.

ART 160ABC Photography III (3-3-3)

The exploration of contemporary processes such as litho-breakdown, arbitrary color, photo-composites, and solarization. Personal direction and the development of photography as an art form will be emphasized. Prerequisite: ART 150.

ART 161ABC Printmaking III (3-3-3)

Coordination of individual problems in specific areas of printmaking. Techniques of photo-etching, photo-litho, and color printing. Personal direction will be encouraged. Prerequisite: ART 151.

ART 162ABC Ceramics III (3-3-3)

The further development of creative ideas and skills through the use of clay. Individual direction through selective problems will be encouraged. Prerequisite: ART 123.

ART 163ABC Drawing III (3-3-3)

Individual problems in drawing will be coordinated. Models will be available for further figure and life composition studies. Research of materials and techniques will be encouraged. Prerequisite: ART 22/122.

ART 167ABC Painting III (3-3-3)

Individual problems in painting will be coordinated. The development of related works and continued technical research will be emphasized. Prerequisite: ART 20/120.

ART 170 History of Art: Ancient to Medieval (3)

Illustrated lecture. Art from the prehistorical period to 1400 A.D., including Egypt, Greece, Rome, and the late middle ages. Relationships of painting, sculpture, and architecture to the social and cultural environment.

ART 171 History of Art: Renaissance to Romanticism (3)

Illustrated lecture. The arts in Europe from 1400 to 1850. Study of major styles and artists, including Michelangelo, Rubens, Rembrandt, Delacroix, and their relationship to their culture.

ART 172 History of Art: Modern World (3)

Illustrated lecture. Major art movements and personalities from 1850 to the present, including Impressionism, Cubism, Surrealism, the Mexican muralists, Abstract Expressionism, and current trends. Emphasis on the cultural trends which provide the visual and theoretical background of contemporary art.

ART 174 History of Art: Art of the United States (3)

Illustrated lecture. Survey of art produced in the United States from the colonial period to the present day. Traces the development of American tradition, European influence, and the relationship to the social and cultural environment.

ART 175 Critical Theories in the Visual Arts: Seminar (3)

A systematic approach to art theory, criticism and evaluation. Includes visits to museums, galleries, and exhibits. Lecture and discussion. Prerequisite: Major or minor in art (upper division).

ART 176 Portfolio Exhibition (3)

Open only to graduating seniors. Emphasis placed on professional readiness. All students must prepare a portfolio that will be shown. (B.F.A. Program only).

ART 177 History of Art: Christian (3)

Explores the role of art in the evolution of Christian faith. Slide lecture.

ART 190 Workshop (1-3)

May be repeated for credit.

ART 191 Directed Readings (1-3)**ART 195 B.F.A. Studio (3)****ART 199 Independent Study (1-3)**

Advanced individual problems. May be repeated for credit.

BIOLOGICAL SCIENCES

BIO 1A Biological Dynamics: Basic Concepts (10 weeks) (2)

Content is selected in a manner designed to illustrate the underlying logic of scientific investigation. Topics include theories of evolution, cellular structure and function, energy metabolism, and genetics. Laboratory experiences give students the opportunity to participate in a variety of the processes appropriate to science.

BIO 1B Biological Dynamics: The Microbial World (3 weeks) (1)

An introduction to microorganisms and their importance to human affairs. Laboratory.

BIO 1C Biological Dynamics: Basic Human Physiology (4 weeks) (1)

An introduction to the integrating systems of the human body. Laboratory.

BIO 1D Biological Dynamics: The Environment (9 weeks) (2)

An introduction to the physical and biological factors that support community life systems. The ecological interrelationships of plants and animals will be examined. Laboratory/discussion.

BIO 2 Botany

Study of plant biology including basic concepts of anatomy, morphology, taxonomy, genetics, and reproduction with phylogenetic relationships. Lecture 2 hrs., laboratory 3 hrs.

BIO 3 General Microbiology (4)

Basic principles of microbial growth and metabolism, morphology, taxonomy, pathogenicity, immunity and control. Microorganisms as agents of disease and normal inhabitants of man's environment. Techniques of isolation, cultivation and identification of these organisms. Lecture 2 hrs., laboratory 4 hrs.

BIO 4 Fundamentals of Biology (3)

An introductory course in biology. Presents the main principles of organization, function, heredity, and evolution of plants and animals, and introduces the student to methods of study in the life sciences. Lecture 2 hrs., laboratory 2 hrs.

BIO 10 Health Science (3)

An interdisciplinary course designed to provide basic understanding of various health problems and their possible solutions. The areas considered will include: alcohol, narcotics, nutrition, physiology, fatigue, mental health, and prevention of disease. Lecture 3 hrs.

BIO 41AB Human Anatomy and Physiology (4-4)

Detailed study of the structure and function of the human body. Lecture 3 hrs., laboratory 3 hrs. Course specifically designed for students enrolled in the two year R.N. program.

BIO 51AB Human Physiology and Anatomy (4-4)

Detailed study of human physiology at the cellular, tissue, and organic levels; interrelations of the systems; dynamics of fluid balance, control mechanisms, transport systems, metabolic processes; theories of heredity and im-

munological responses, reproduction. Lecture 3 hrs., laboratory 3 hrs.

BIO 65/165 Marine Biology (3)

Interrelationships of marine populations; morphology, physiology, evolution, and distribution of the plant and animal organisms. Lecture 2 hrs., laboratory and field trips 3-5 hrs.

BIO 67/167 Field Biology (3)

An introduction to the concepts of field biology. Basic principles of plant and animal taxonomy and ecology. Identification of local species. Lecture 2 hrs., laboratory and field trips 3-5 hrs.

BIO 87 Fundamental Concepts (1-3)

An acyclic series of basic concepts in the field of biological sciences.

BIO 92AB/192AB Special Studies (3-3)**BIO 104 Medical Bacteriology (4)**

Morphology, taxonomy, metabolism, and immunology of bacteria pathogenic to man. Techniques of isolation, cultivation, and identification of these organisms. Lecture 2 hrs., laboratory 4 hrs. Prerequisite: BIO 3.

BIO 105 Immunology (4)

Basic principles and theories of the body's immune mechanisms. Native immunity, antibody production, antibody-antigen reactions, tissue transplants, autoimmune diseases, hypersensitivity. Lecture 2 hrs., laboratory 4 hrs. Prerequisite: BIO 3.

BIO 106 Medical Mycology (3)

Introduction to the morphology, physiology, and taxonomy of the fungi which cause disease in man. Techniques of isolation, cultivation, and identification of these organisms. Lecture 2 hrs., laboratory 3 hrs. Prerequisite: BIO 3.

BIO 107 Parasitology (3)

Study of the morphology, habits, and life cycles of animal parasites and their relation to disease in man. Lecture 2 hrs., laboratory 3 hrs. Prerequisite: BIO 1ABCD.

BIO 108 Hematology (3)

Normal blood formation and abnormal blood conditions. Laboratory observation of blood cells, techniques of enumeration and identification of normal and abnormal elements in the blood. Lecture 2 hrs., laboratory 4 hrs. Prerequisite: BIO 1ABCD.

BIO 118 Endocrinology (4)

The chemical coordination of individuals and groups of individuals including the study of mechanisms whereby major functions of the body are integrated through the diffusible products of the nervous and endocrine systems. Lecture 2 hrs., laboratory 6 hrs. Prerequisite: BIO 1ABCD.

BIO 120 Embryology (4)

Causal mechanisms of development; physiological processes involved in growth and repair, induction mechanisms, and immunological capacities. Lecture 2 hrs., laboratory 6 hrs. Prerequisite: BIO 1ABCD.

BIO 126 Biology of the Vertebrates (3)

The evolutionary development of structural relationships with their functional significance; a comparison of physiological dynamics at various stages of complexity of development. Lecture 2 hrs., laboratory 3 hrs. Prerequisite: BIO 1ABCD.

BIO 130 Genetics (3)

A study of the principles of heredity. Classical viewpoints are examined and explained by modern molecular analyses. Molecular aspects of reproduction and their significance to evolution are considered. Lecture 3 hrs. Prerequisite: BIO 1ABCD.

BIO 151A Cellular Physiology (4)

The physiochemical principles of cellular control mechanisms including: energetics, enzyme activity, photoresponse, cellular integration and environmental effects, transport systems, nerve excitation and condition, muscle enervation, antigen-antibody reaction. Lecture 2 hrs., laboratory 6 hrs. Prerequisite: BIO 1ABCD. Biochemistry recommended.

BIO 151B Medical Physiology (3)

Detailed study of the functional processes of the body; interrelationships of the systems; dynamics of fluid balance, control mechanisms, transport systems, metabolic activity. Lecture 2 hrs., laboratory 3 hrs. Prerequisite: BIO 1ABCD. Biochemistry recommended.

BIO 152 Animal Physiology (3)

Detailed study of the functional processes of animal systems; interrelationship of these systems, development, differentiation, and growth. Lecture 2 hrs., laboratory 3 hrs. Prerequisite: BIO 1ABCD. Biochemistry recommended.

BIO 187 Selected Topics in Biology (1-3)

An acyclic series of topics of current interest in the field of biological sciences.

BIO 190 Workshop (1-3)

May be repeated for credit.

BIO 195 Senior Seminar (2)

Development of biological principles. An integrating course that will apply these principles to living systems at various levels of organization. Prerequisite: Senior standing.

BIO 196TA Tutoring in Biological Sciences

(1-3)

Assisting in course presentation under the direction of the faculty. Prerequisite: Senior standing with a major in biological sciences.

BIO 197 Research Readings (1)

Directed reading in a special interest area for the departmental research requirement.

BIO 198 Biological Research (1-3)

Directed research project. May be taken under the guidance of a biology or biochemistry staff member.

BIO 199 Independent Study (1-3)

Readings in a special interest area of the initiation or continuation of a research project. Work should culminate in a written project.

BUSINESS

BUS 4 Introduction to American Business (3)

A general survey of the principles of accounting, marketing, finance, management, and government policies as they apply to modern American business.

BUS 5/105 Business Law (3)

An introduction to the development of legal principles for business activity, as found in common law, statutory laws, and the Uniform Commercial Code. Use of case studies for practical applications.

BUS 9 Introduction to Computer Processes (3)

See MTH 9.

BUS 15/115 Accounting (3)

An introduction to the processes of recording, sorting, and summarizing data resulting from business transactions and events, including the derivation and use of the balance sheet, the income statement, and the funds flow and cash flow statements.

BUS 20 Office Administration (3)

Planning and executing projects related to office administration; use of judgment, initiative, and creativity in solving problems encountered in business offices; learning to assemble data for executive decisions; creative thinking and proper attitudes in interpersonal relations.

BUS 21 Business Communications (3)

Mechanics and techniques of effective business writing; theory of and practice in composing various types of business letters and reports, with emphasis on the human relations aspect; handling business meetings and minutes.

BUS 22AB Advanced Typewriting (2-2)

Refining speed and accuracy rates; advanced office production problems; statistical typewriting; manuscripts; special emphasis on legal and/or medical forms.

BUS 23 Mathematics for Business (3)

Fundamentals of mathematics as applied to business: percentage, discount, interest, tax, commission, mark-up, insurance, etc.

BUS 24AB Shorthand Transcription (3-3)

Continued development of speed and accuracy in taking dictation; development of business vocabulary; preparation of mailable transcripts.

BUS 25 Machine Transcription (2)

Instruction in the operation of various kinds of transcribing equipment. Emphasis on speed and accuracy in transcribing mailable letters and forms.

BUS 26 Adding and Calculating Machines (1)

Instruction in the operation of ten-key adding machines and of rotary, printing, and electronic calculators. Emphasis on using machines as an aid to solving the variety of mathematical problems encountered in business.

BUS 27 Legal Secretarial Procedures (3)

An intensive course in specialized secretarial procedures for law offices; development of legal vocabulary; correct techniques in preparing legal documents and papers.

BUS 28 Medical Secretarial Procedures (3)

An intensive course in specialized procedures for secretaries in the doctor's office or in the health-care setting; development of medical vocabulary; emphasis on medical correspondence and forms.

BUS 85/185 Business Management (3)

Introduction to principles of organization, decision making and control; analysis of line and staff structures, production and quality standards, responsibility and business-community relationship. Use of case studies and experiences in the field.

BUS 90 Business Internship (3)

Work experience in a business firm, legal office, or a health-care setting. Students increase their knowledge and understanding of business and professional fields by analyzing and evaluating their experiences at seminar sessions with fellow students and the faculty coordinator.

BUS 117 Methods of Research (3)

See SOC 117.

BUS 130 Business Finance (3)

A study of the forms and sources of financing business firms; techniques of raising funds, appraising risks, allocating and controlling capital, and evaluating performance. Prerequisites: BUS 5 and MTH 38.

BUS 133 Government and Business (3)

The spectrum of government influence on and control of business; the regulation of competition and monopoly, the protection of consumers, and the control of environment and quality of life.

BUS 137 Intermediate Accounting (3)

Accounting theory and practice relating to problems of asset valuation and classification in accounts and statements. Theory and practice relating to problems of valuation and classification of liabilities and stockholders equity.

BUS 153 Computer Programming (3)

Computer system fundamentals, flowcharting, programming in Fortran and Basic; file organization and maintenance; programming; graphics and techniques; de-bugging programs.

BUS 154 Cost Accounting (3)

Budgeting; responsibility accounting; inventory planning; performance measurement; costing methods; job order and standard costs; direct vs. full costing; cost allocation; cost-volume profit analysis; analytic cost reports.

BUS 155 Systems Design and Analysis (3)

Basic techniques for design of information systems; computer hardware and software needed in computer-based systems; information determination, need evaluation, presentation, and analysis.

BUS 157 Personnel (3)

Principles relating to administration of an employee-benefits system. Techniques of job-applicant screening; job-performance evaluation; firings vs. lay-offs vs. transfers. Elements of psychology in production and employee relations.

BUS 160 Marketing (3)

Basic marketing institutions, practices and legislation; the subjects of merchandising, wholesaling, distribution channels, pricing, advertising, and marketing research. Practical applications enhanced through case studies and experiences in the field.

BUS 161 Advertising (3)

This course examines the major problems of modern advertising and promotion. Among these are the social and economic role of advertising; controls over advertising; planning the campaign; the role of research; the media strategy and coordination with other elements of the marketing communication mix.

BUS 170 Real Estate (3)

Introduction to economics of land ownership and use; fundamentals of ownership; financing; appraisal; management and transfer of residential and other real property.

BUS 186 Tax Accounting (3)
Statutes, regulations, administrative rulings, and court decisions relating to federal and California income taxes. Audit procedures; partnership and corporate tax returns.

BUS 187 Management of a Data-Based System (3)
Planning and development of an integrated management information system: data base design; data management systems; operating systems, standards, and documentation; data security; performance evaluations; monitoring, hardware, and economics of a data-based system; problems of conversions.

BUS 188 Auditing (3)
Audit functions of the CPA. Nature of audit evidence, audit procedures, audit work papers, audit reports, evaluation of internal controls and internal auditing, statistical sampling in auditing; problems of auditing computer-based accounting records.

BUS 190 Business Internship (1-6)
Students are placed and directed in actual business or administrative situations. Usually taken in senior year.

BUS 192 Business Policy and Ethics (3)
A study of social justice relative to business practices regarding strategy formulation, profitability, competition, advertising, production, customer relations. Extensive use of case studies.

BUS 193 Selected Problems (3)
Course, independent study, seminar, or directed readings in current issues and policies.

BUS 197 Independent Study (1-3)
Course, independent study, or directed readings on a topic of interest to the student. Prerequisite: Senior standing; consent of faculty sponsor and approval of department chairman.

CHEMISTRY

CHE 1A General Chemistry (4)
Lecture, three hours; laboratory, four hours. Lecture: atomic theory, atomic structure and the periodic table; molecular structure and bonding, introductory organic chemistry; structure and properties of solids, liquids, and gases; kinetic theory and colligative properties. Laboratory: use of the analytical balance and volumetric equipment; stoichiometry; molecular and equivalent weights. Prerequisite: high school chemistry or PHS 1; three years of high school mathematics or MTH 1.

CHE 1B General Chemistry (4)
Lecture, three hours; laboratory, four hours. Lecture: chemical reactions, equilibria, kinetics, oxidation-reduction. Metals, non-metals, metalloids, radioactivity, thermodynamics and electrochemistry. Laboratory: quantitative analysis using gravimetric and titrimetric techniques. Prerequisite: MTH 1A.

CHE 2 The Chemistry of Life (3)
Lecture, three hours. An introductory course in organic and biochemistry. This course is designed to fulfill the science requirement for the health-related major. Prerequisite: PHS 1 or a college chemistry course.

CHE 5A Elementary Organic Chemistry (4)
Lecture, three hours; laboratory, four hours. Nomenclature and simple reactions of hydrocarbons, organic derivatives of water, ammonia and halogen acids; carbonyl compounds, aromatic compounds; stereoisomerism; synthesis and mechanisms of reaction of organic compounds. Laboratory: extraction, chromatography, synthesis, oxidation, isomerism, equilibria, kinetics. Prerequisite: CHE 1B.

CHE 5B Organic Synthesis (3)
Lecture one hour; laboratory eight hours. This course provides an experience for the chemistry major in specific organic synthesis procedures. A physiologically active compound or some material useful in further experiments is synthesized. Prerequisite: CHE 5A.

CHE 7 Elementary Biochemistry (4)
Lecture, three hours; laboratory, four hours. Lecture: amino acids, proteins and enzymes; nucleic acids and biochemical genetics; metabolism and metabolic interrelationships. Laboratory: biochemical preparations and analyses. Prerequisite: CHE 5A.

CHE 104 Qualitative Organic Analysis (3)
Lecture, one hour; laboratory, eight hours. Microtechniques, separation of mixtures, derivatives, identification of unknown organic compounds, spectroscopic methods. Prerequisites: CHE 5AB.

CHE 106 Intermediate Organic Chemistry (3)
Lecture, three hours. Mechanism and structure in organic chemistry. Linear free energy relationships, stereochemistry of complex systems, condensations and rearrangements. Prerequisites: CHE 5AB.

CHE 108 Intermediate Biochemistry (3)
Lecture, three hours. Survey of biochemistry with emphasis on cellular metabolism; interrelationships and control mechanisms; chemical structure and biological function. Prerequisite: CHE 7.

CHE 110A Physical Chemistry:**Thermodynamics**

(3)

Lecture and quiz, four hours. Laws of thermodynamics and chemical equilibria and cell emf. Prerequisites: CHE 1AB, MTH 3AB, PHY 1AB.

CHE 110B Physical Chemistry: Dynamics

(3)

Lecture and quiz, four hours. Kinetic theory and chemical kinetics; transport processes; viscosity, conductance, diffusion. Prerequisite: CHE 110A.

CHE 111 Physical Chemistry Laboratory

(2)

Lecture, one hour; laboratory, six hours. Lecture and laboratory: chemical and phase equilibria, electrochemistry, kinetics and transport processes, conductance, diffusion. Prerequisite: CHE 110A.

CHE 120 Instrumental Methods of Analysis

(3)

Lecture, one hour; laboratory, eight hours. Theory and applications of modern instrumental methods including gas chromatography, radiochemistry, various spectroscopic methods and selected electrochemical methods. Prerequisite: CHE 1AB.

CHE 190 Advanced Inorganic Chemistry

(3)

Lecture, three hours. Chemistry of inorganic systems with emphasis on reaction mechanisms, complexes, bonding and periodic relationships. Prerequisite: CHE 110AB.

CHE 197/297 Seminar

(1-3)

CHE 199/299 Research in Chemistry

(1-3)

Research problems to be arranged with individual faculty members. Prerequisite: Consent of chemistry staff.

CONSUMER STUDIES

CST 2/102 Consumer Issues: Problems and Solutions

(3)

A study of the consumer movement and its leaders; alternatives available to the American consumer in purchasing goods and services; the decision-making process and the influence of goals and values; ways to limit waste of resources; consumer legislation. Field work in the community.

CST 4 Current Concerns in Food and Nutrition

(3)

A brief study of the basic nutrients and their functions in the body; food guides and nutrient labeling; major nutritional problems in the United States; weight-control diets; principles of food purchasing, storage, and preparation; economic considerations; effects of culture and

life-style on food intake; new developments in the food industry.

CST 6 Food Study I

(3)

Application of scientific principles in selected areas of food purchasing, storage, preparation; evaluation of food products according to quality standards; integration of nutrition principles, food protection regulations and socioeconomic influences; study of selected kitchen equipment. Laboratory included. Prerequisite: High school chemistry or equivalent or permission of instructor.

CST 9/109 Maternal and Child Nutrition

(3)

A study of the nutritional needs of the body in relation to a variety of cultural, economic, environmental, ethnic, psychological, and social factors; analysis of food misinformation and nutrition education principles; controls for safety and nutritive value of food supply; limited integration of diet therapy.

CST 10 Human Nutrition

(3)

A study of the principles of nutrition and their application with emphasis on nutritional requirements of the body at different age levels in the maintenance of health and prevention of deficiency diseases; cultural, social and psychological influences on food habits; analysis of food misinformation and nutrition education principles; controls for safety and nutritive value of food supply; introduction to nutritional therapy in various diseases. Recommended: knowledge of basic chemistry and human physiology.

CST21 Clothing Construction

(3)

Principles and techniques of construction to insure a professional look to apparel. Course includes the use of equipment, the selection of appropriate sewing techniques and commercial patterns for woven and knit fabrics.

CST 24 Textiles for Consumers

(3)

Discussion and identification of fibers, yarns and finishes; descriptions of various processes used for woven and knit goods now available to the consumer.

CST 91/191 Directed Readings

(1-3)

May be repeated for credit.

CST 92/192 Selected Problems and Projects

(1-3)

Courses, workshops, or seminars. Subjects announced in term schedule. May be repeated for credit.

CST 107 Food Study II

(3)

Application of scientific principles in selected areas of food purchasing, storage, preparation; evaluation of food products according to quality standards; integration of nutrition principles, food protection regulations and socio-

economic influences; introduction to preparation and use of certain food items in modified diets; limited integration of experimental food testing; study of selected kitchen equipment. Laboratory included. Prerequisite: CST6 or permission of instructor.

CST 108 Meal Management (3)

Principles of menu planning including psychological and socio-economic influences, nutritive values, food quality, and the management of resources such as time, energy, money, skills and equipment; meal preparation and service including a variety of cultural differences, styles of service, selected gourmet dishes, several dietary modifications; an introduction to large quantity food buying, menu planning, food preparation and service.

CST 120 Clothing Selection (3)

A study of all the factors involved in making a clothing purchase decision including fashion trends, individual needs and complements, sociological influences; ways to identify quality fabrics, sound construction, and reasonable prices. Prerequisite: ART 2 or consent of instructor.

CST 128 The Fashion Industry (3)

Follows apparel from designer's drawing board to garment factory to wholesale market to retail rack and consumer. Includes a study of pricing procedure along the way and the development of fashion trends.

CST 145 Management of Household Resources (3)

Principles of management applied to resources in the home for most efficient use. Resources studied include time, energy, leisure, and money; their interrelationships with family and individual well-being and happiness. Values, goals, and decision-making also included.

CST 154 Housing (3)

A broad study of the alternative ways of satisfying human housing needs. Includes what housing may symbolize to the individual or family. Also explores design and construction as related to needs and aesthetics. Financing and business dealings with architect, landlord, and realtor.

CST 180 Demonstration Techniques (3)

A study designed to develop a working knowledge of the elements necessary for the varied types of educational and commercial demonstrations, including planning, organization and execution. Students learn how to give a professional quality to their work. Prerequisite: several courses in consumer studies or permission of instructor.

CST 185 Seminar in Consumer Studies (3)

A look at all the majors in consumer studies — what each has to contribute to the others and to other disciplines. A study of employment outlook and training in how to find a specific job. Professional trends and research methods.

CST 196 Internship/Field Experience (1-3)

Opportunity for directed work in a business, school, or community agency; integration of work experience with readings in the appropriate field. May be repeated for credit.

CST 199 Independent Study (1-3)

Research on topic(s) of particular interest. Prerequisite: Consent of faculty member. May be repeated for credit.

CST 201 Methods in Teaching Home Economics (3)

Techniques and materials applicable in a wide variety of home economics teaching situations.

ECONOMICS

ECO 3 Principles of Economics (3)

An introduction to the principles and tools of economic analysis with emphasis on national income, money, employment, business fluctuations, the price system, market structures, distribution of income, public expenditures, taxation, debt, growth, other economic systems.

ECO 44/144 Personal Finance (3)

Emphasis on the principles underlying financial security and investment planning; the study of credit institutions, the stock market, and home buying through special projects and experiences in the field.

ECO 107 Political Economics (3)

A brief survey of the history of economic and governmental relations. In-depth analysis of the current relationship between the economy and government. Fulfills AHI and CPE requirements. See POL 107.

ECO 113 Economic History of the United States (3)

A study of the economic development of the United States: agriculture, industry, labor, commerce, finance, and transportation.

ECO 131 Public Finance (3)

Income and expenditure of federal, state, and local governments; theories of tax incidence; nature and implications of the public debt; fiscal policy; and inter-governmental fiscal relations.

ECO 135 Money and Banking (3)

The nature and functions of money and credit, the banking system, monetary policy in the domestic and international economies.

ECO 150 Labor Economics (3)

The evolution of trade union organization in the United States and labor legislation affecting it; an economic analysis of wage determination and its effect on employment; union-management relations in the collective bargaining process.

ECO 175 Urban Sociology (3)
See SOC 175.**ECO 193/293 Selected Problems (1-3)**

Courses, workshops, seminars, or directed readings. May be repeated for credit.

ECO 195 International Economics (3)

The general principles of international relations and trade; the problems of underdeveloped countries and theories of growth and development; progress toward economic integration and cooperation in Europe, Latin America and Africa.

EDUCATION

EDU 31 Introduction to Early Childhood Education (3)

A study of the history as well as current philosophies of early childhood programs. Significant leaders and local and state programs will be analyzed. Discussions, lectures, readings, and visits to pre-school sites will provide an opportunity to study and observe young children and the ways in which they learn.

EDU 33 Language Development of the Child (3)

Introduction to theories of language learning and development. Study of normal verbal and non-verbal patterns as well as communication disorders. Methods and materials that enhance language development are studied and developed. Students are required to observe and participate in a pre-school setting.

EDU 35A Cognition and the Young Child (3)

A study of those experiences which foster cognitive development in the young child. Emphasis will be on exploration, problem solving, numbers, ordering, classifying, and concept building. Application of growth patterns, individualization, prescriptions, and evaluation will be included. Students are required to observe and participate in a pre-school setting.

EDU 35B Creativity and the Young Child (3)

A study of those experiences which foster creativity and self-expression in the young child. Emphasis will be on art, music, play, and movement. Application of growth patterns, individualization, prescription, and evaluation will be

included. Students are required to observe and participate in a pre-school setting.

EDU 101 Perspectives in Education (1)

An investigation of the school community, the role of the classroom teacher, and the teacher-aspirant's suitability for teaching. This course includes guided self-assessment, health and speech exam, standardized test of basic skills, and completion of other requirements for admission to the teacher education program. This course is required for admission to the credential program.

EDU 114 Diagnosis and Prescription (1)

Instruction in techniques of evaluation and diagnosis of learning problems. Case studies and laboratory participation are utilized to aid students in translating diagnostic findings into prescription. Prerequisite: PSY113.

EDU 115A Communication — Elementary Curriculum (2)

The skills involved in listening, and in oral and written expression are covered in this course. Methods, materials, objectives and evaluation processes are studied in relation to each other, and with reading. Observation and participation in an elementary school setting is an integral part of the course.

EDU 115B Mathematics — Elementary Curriculum (2)

The course is designed to reinforce math concepts, theories and their application. However, the main thrust is on methods, processes, evaluation procedures, materials, both manipulative and other, for lab and classroom, focusing on individual and group participation. Elementary school observation and participation are an essential component of the study.

EDU 115C Reading — Elementary Curriculum (3)

A study of the developmental process of reading in the elementary school encompassing word attack skills and comprehension skills. The course covers methods, materials, objectives and principles required for a teacher of reading. Evaluation processes researched are both diagnostic and achievement in nature. Observation and participation in an elementary school setting give opportunities for application of the theories.

EDU 115D Science and Social Studies — Elementary Curriculum (3)

A study of the child in the elementary school curriculum with special emphasis on the teaching of science and social studies. Individual and group instruction is applied both to subject and to general principles, objectives, instructional procedures and materials, and the evaluation process. Observation and participation in

actual classroom situations focus on these subjects, including some supervised teaching experience.

EDU 116A Supervised Teaching — Elementary (12)

EDU 116B Supervised Teaching — Elementary (6)

EDU 116C Supervised Teaching — Elementary (6)

A study of children in an instructional program on different grade levels and in different socioeconomic communities. This involves fulfilling the responsibilities expected of the in-service teacher. Throughout the continuum, the student, college instructors, supervising teachers, and other designated personnel measure the effectiveness of the student's interaction within the school community. The goal to be attained is an exemplary, personally secure and professionally competent individual. Prerequisite: Approval of the Education Department Screening Committee.

EDU 124 Diagnosis and Prescription (1)

Instruction in techniques of evaluation and diagnosis of learning problems. Case studies and laboratory participation are utilized to aid students in translating diagnostic findings into prescription. Prerequisite: PSY 123.

EDU 125A Secondary Curriculum (3)

Courses of study, materials, and equipment used in teaching in junior and senior high schools. Observations at Pasteur Junior High School and Hamilton High School are part of this course. Prerequisite: PSY 123.

EDU 125B Emerging Trends in Education (2)

A study of the philosophical and sociological factors influencing innovation and change in education with emphasis on those developments that are becoming established through evaluation, accountability, and experimentation.

EDU 125C Reading — Secondary (3)

The course reviews the basic skills, methods and materials required in beginning reading. Approaches, methods and materials more appropriate to the older student will be studied and tested in individual and group tutoring within a regular junior or senior high school. Attention will be given to the remedial aspects of reading as well as subject matter reading skills. Evaluation processes will include both diagnostic and achievement types.

EDU 125D Secondary Methods (2)

A study of the rationale underlying the content, placement, and methodology as it specifically relates to the teaching major. This course includes practice in the development

and use of materials and equipment for teaching in the junior and senior high school. Observation and participation in the classroom are a part of this course.

EDU 126A Supervised Teaching — Secondary (12)

EDU 126B Supervised Teaching — Secondary (6)

EDU 126C Supervised Teaching — Secondary (6)

Instructing students in a junior and a senior high school class the duration of one semester plus additional assignments comprising a total school day. Weekly conferences are included. Provisions are made for students to fulfill Supervised Teaching at Pasteur Junior High School and Hamilton High School. Prerequisite: Admission by approval of the department.

EDU 131 Introduction to Early Childhood Education (3)

See EDU 231.

EDU 132 Cognitive Processes in the Young Child (3)

See EDU 232.

EDU 133 Language Experience of the Young Child (3)

See EDU 233.

EDU 134 Techniques for Early Identification, Prevention, and Remediation of Learning Problems (3)

See EDU 234.

EDU 136 Child Development and the Educative Process (3)

A systematic study of the developmental characteristics of the child beginning with prenatal life. Emphasis is placed on how developmental factors influence the child's ability to learn, and how these factors affect the content and organization of curriculum. Principles are derived from interpretation of reliable data of experimental studies and surveys regarding physiological, emotional, social, mental, and moral growth and development. Observation and participation in pre-school and elementary classrooms provide opportunities to apply those principles learned in class.

EDU 137A Reading and Communication Skills in the Elementary Curriculum (3)

A study of the child in the elementary school curriculum with special emphasis on reading, including phonics and the other requisite skills. Other communication skills studied are listening, and oral and written expression. This course includes the developing of an understanding of general principles, objectives, instructional procedures and materials, and the evaluation process. Observation and participa-

tion in actual classroom situations focus on these subjects; includes some supervised teaching.

EDU 137B Mathematics in the Elementary Curriculum (3)

A study of the child in the elementary school curriculum with an emphasis on the part that mathematics plays in his total development. The general principles of modern mathematics, objectives, instructional techniques, and materials are studied. The evaluation of achievement as well as observation, participation, and actual teaching in classroom situations are included. Prerequisite or concurrent: MTH 50/350.

EDU 137C Science and Social Studies in the Elementary Curriculum (3)

A study of the child in the elementary school curriculum with special emphasis on the teaching of science and social studies. The unit method of instruction is applied to both subjects as well as general principles, objectives, instructional procedures and materials, and the evaluation process. Observation and participation in actual classroom situations focus on these subjects; includes some supervised teaching.

EDU 170 Teaching of (Major)/(Minor) in the Secondary School (1-2)

A study of the rationale underlying the content, placement, and methodology as it specifically relates to the teaching major and minor. This course includes practice in the development and use of materials and equipment for teaching in the junior and senior high school. Observation and participation in the classroom is a part of this course.

EDU 171 Educational Psychology (3)

A study of the mental changes and the conditions associated with learning. This course is designed to equip the student to analyze educational problems psychologically, to measure differences between individuals, and to apply this knowledge for the improvement of teaching-learning situations. Prerequisite: PSY 1.

EDU 172 Guidance of the Secondary School Learner (3)

Principles for the education and guidance of the adolescent derived from interpretation of reliable data of experimental studies and surveys regarding the physiological, emotional, social, mental, and moral growth and development; guidance techniques include testing programs and basic statistical procedures.

EDU 173 The Secondary School Curriculum (3)

Courses of study, materials, and equipment used in teaching in junior and senior high schools. Observations at Pasteur Junior High

School and Hamilton High School are a part of this course.

EDU 177 Language and Speech Disorders (3)
See EDU 277.

EDU 190 Workshop (1-3)
May be repeated for credit.

EDU 199AB Special Studies (1-3)
May be repeated for credit. Prerequisite: Senior or graduate standing or consent of department.

EDU 200 Methodology of Educational Research (3)

The various techniques of research which include the theory of research, experimental design, gathering data, and interpreting data.

EDU 201 Philosophical Foundations of Education (3)

Philosophical thought and systems that influenced educational thinking and practice during certain historical periods.

EDU 202 Psychological Foundations of Education (3)

Contemporary psychology as applied to education. Research and writing are offered to meet the individual needs of students concentrating in either elementary or secondary education.

EDU 203 Social Foundations of Education (3)

Sociological bases of education, the structure of society, its institutions and trends.

EDU 204 Historical Foundations of Education (3)

A study of the history of education. The history of events, leadership, and movements studied in reference to the effect on education and educational institutions.

EDU 205 Development and Evaluation of the Curriculum (3)

Basic principles of curriculum development. Study of the techniques of curriculum planning and evaluation of curriculum organizational patterns.

EDU 206 Foundations of Education (3)

This course deals with the issues and challenges of today's schools and the culture they serve. It is designed to reveal the unique characteristics of the American school system by presenting the history, philosophy, culture, and organization of elementary and secondary education in the United States.

EDU 207 Reading Improvement in the School (3)

Principles and procedures including phonics, employed for the improvement of reading abilities. Emphasis is placed upon the reading difficulties of students.

EDU 208 Science in the Elementary School (3)
Science adapted for children in the first six grades. Includes the planning of units, classroom demonstrations, experiments, compiling bibliographies, and collecting instructional materials pertinent to the subject.

EDU 209 Social Studies in the Elementary School (3)
Recent research in respect to curriculum, materials, and methods affecting the teaching of the social studies.

EDU 210AB Seminar in Modern Education (1-3; 1-3)

May be repeated for credit. The curricular, administrative and instructional issues at the elementary, junior or senior high school levels. Planned in order to present to teachers a better understanding of the modern school.

EDU 211 Administration in a Changing Environment (4)

Course work is specifically designed to focus on organizational patterns of the public schools; on effective techniques in school-community relations; on principles and practices of public school management. Taken concurrently with EDU 218 and EDU 297.

EDU 212 Administration of the Elementary School and Its Personnel (3)

A course in the organization and administration of the elementary schools and in the techniques of personnel administration. Course work is specifically designed to prepare for service in elementary school principalship.

EDU 213 Administration of the Secondary School and Its Personnel (3)

A course in the organization and administration of the secondary schools and in the techniques of personnel administration. Course work is specifically designed to prepare for service in secondary school principalship.

EDU 214 Philosophical and Historical Foundations of Education in the United States — Integrating Modern and Emerging Trends (3)

This course deals with the issues and challenges of today's schools integrating modern and emerging trends in education. It is designed to reveal the unique characteristics of the American school system by presenting the philosophical and historical influences in its development.

EDU 215 Organization of School Systems — Legal and Financial Aspects (3)

A study of the organization and administration of school districts and school systems in the United States: considers the respective roles of federal, state, and local governments in education; examines legislation and litigation affect-

ing school districts and theory and practice of school finance.

EDU 216 Supervision of Instruction and Programs (3)

This course is designed to provide opportunities for students to develop those competencies required for effective supervision of instruction and educational programs. Such competencies as the following are to be emphasized: proficiency in effecting change in personnel for the improvement of educational programs and of teaching, effective interpersonal relations, development of skills in decision-making and in all aspects of program planning, implementation, and evaluation.

EDU 217 Administration of Schools and Personnel (3)

A course in the organization and administration of schools and in the techniques of personnel administration. Course work is specifically designed to prepare for service in elementary and secondary schools.

EDU 218 Personnel Factors in School Administration (4)

An understanding of sound personnel management; students acquire a working knowledge of procedures and techniques in the selection, supervision, and evaluation processes of school personnel. Taken concurrently with EDU 211 and EDU 297.

EDU 219 Educational Leadership Processes (4)

Concentrates on administrative behavior, educational decision-making, group-leadership functions, and understanding of community relationships and forces affecting schools. Prerequisites: EDU 211, EDU 218, and EDU 297.

EDU 222 Curriculum and Methods for the Urban School (3)

In this course, emphasis is placed on methods of teaching children of minority groups in culturally different communities. Findings of current research are related to various approaches to content and process.

EDU 223 The Teacher and the Child in the Urban School (3)

This course is designed, through the study of the culturally different child, to make the teacher more aware of attitudes and skills needed to effect better interaction.

EDU 230 Language in the Urban School and Community (3)

Linguistic skills as they apply to the speech patterns of the city child. The emphasis in this course is on speech patterns of minority groups.

EDU 231 Introduction to Early Childhood Education (3)

A systematic study of the developmental characteristics of the young child beginning with prenatal life. Emphasis is placed on the relationship between these factors and the theoretical bases upon which early childhood programs have been and currently are being developed. Through lecture, discussion, films, review of research, and field study, fundamental theories of child development, philosophies of curriculum and established programs will be analyzed. Candidates will be encouraged to assess themselves in relation to the competencies and functions of early childhood specialists now and in the predictable future.

EDU 232 Cognitive Processes in the Young Child (3)

Discussion of changing views as to how children develop intellectually. Focus on perceptual development including cognitive stages and changes in perceptual style. Consideration of thought patterns in young children — imagery, generation of ideas, schemata, concepts, rules, and problem-solving behavior. Attention to the developing integration of language and cognition with exploration of social influences, cognitive deprivation, second language learning and memory processes. Field work will involve analysis of several existing early childhood programs in terms of developmental sequence and interconnections between cognition, perception, and language.

EDU 233 Language Experience of the Young Child (3)

Study of theories of language acquisition and development in early childhood. Concentration on normal and deviant patterns of growth in communication skills. Classroom procedures for improved speech and language functioning in young children. Instructional techniques and materials in pre-reading and beginning reading. Supervised professional practicums in diverse sociocultural settings and with multi-age groups will focus on differing language patterns, skill development and the necessity of individualization of experience.

EDU 234 Techniques for Early Identification, Prevention, and Remediation of Learning Problems (3)

Advanced instruction in techniques of evaluation and diagnosis of current and potential learning problems. Training in interpretation of diagnostic data, selection and development of effective teaching techniques and construction of prescriptive plans which complement student strengths, developmental and experiential levels, socio-cultural backgrounds, and learning styles. Supervised field work will

include laboratory participation in diagnosis, interpretation, selection of instructional activities, recording and continual evaluation of pupil progress, consultation with parents and professionals, selection of appropriate referral agencies and follow-through implementation.

EDU 235A Social and Scientific Discoveries of the Young Child (3)

A study of the instructional program in social studies, science, mathematics, and health designed to promote self-esteem, positive social interaction, and subject matter competence in the young child. Individual and group instruction will be utilized to develop principles, explore techniques of diagnosis, create strategies, select and develop materials, plan evaluation, and design the environment for the young child. Supervised professional practicums in differing socio-cultural settings and with different age groups will focus on the necessity of considering the individual child when developing curricula and planning for continuity of learning experience regardless of age.

EDU 235B Creative Expressions of the Young Child (3)

A study of the instructional program in movement, drama, art and music, designed to promote self-esteem and creative expression in the young child. Individual and group instruction will be utilized to develop principles, explore techniques of diagnosis, create strategies, select and develop materials, plan evaluation, and design the environment for the young child. Supervised professional practicums in differing socio-cultural settings and with different age groups will focus on the necessity of considering the individual child when developing curricula and in planning for continuity of learning experiences regardless of age.

EDU 236 Seminar: Parent and Community Involvement in Early Childhood Education (3)

In-depth study of the community(ies) to be served, with emphasis on the similarities and differences among cultural groups in language, child-rearing practices, values and customs. Methods of effectively encouraging parent and community participation, for facilitating productive parent conferences, and for planning programs to strengthen home-school cooperation, including parent education as related to individual child development. Development of criteria for working with volunteers, tutors, parents, teachers, and paraprofessionals from diverse cultures.

EDU 238 Seminar: Contemporary Problems in Early Childhood Education (3)

Exploration of controversial issues such as fixed intelligence, predetermined development, importance of early experience, reversibility of

deprivation and the relationship of these theoretical issues to curriculum. Review of research, preparation of professional reports, development of proposals, and investigation of methods to obtain cooperation and community understanding in the alleviation of contemporary problems within early childhood education.

EDU 239 Professional Practicum for the Early Childhood Specialist (3)

Supervised field and practicum experiences will take place in representative cross-cultural settings of public and private schools and agencies. Personnel will include all adults involved in early childhood education and children in at least one pre-kindergarten developmental level (and one level at kindergarten or primary where needed.) Throughout the continuum, the candidate, college instructors, and the supervising personnel measure the effectiveness of the candidate's interaction in the early childhood community.

EDU 241A Curriculum and Teaching Methods for the Educationally Handicapped: Pre-School and Early Primary (3)

Instruction deals with training in the sensory-motor phase of development, language as the mediator of thought, early perceptual education, and the social and emotional needs of the young child as related to the educational process.

EDU 241B Curriculum and Teaching Methods for the Educationally Handicapped: The Elementary School Child (3)

Study of vertical decalage and its importance for teaching methods; emphasis on remedial methods for all aspects of the curriculum, the role of the teacher in the emotional development of the child, and the importance of helping the child find purpose and self-respect as he works with others.

EDU 241C Curriculum and Teaching Methods for the Educationally Handicapped: Puberty and Adolescence (3)

Study of special developmental tasks of adolescence; problems of motivation and remediation; helping the youngster in junior and senior high school work toward specific life goals.

EDU 243 The Organic and Cultural Basis of Mental Retardation (3)

A study of the research findings on the basis of mental retardation, organic and cultural. Implications for overcoming the social, psychological and vocational problems will be explored.

EDU 244 The Development and Learning Characteristics of the Educable Mentally Retarded (3)

A study of the development of the mentally retarded child with emphasis on his ability to learn.

EDU 245 Sensory Development and Training of the Severely Mentally Retarded (3)

A study of the sensory development of the severely mentally retarded. Programs and techniques of training as related to the growth and development of the mentally retarded are examined. Techniques for working with parents are included in this course.

EDU 246A Principles of Counseling Exceptional Children and Their Parents (3)

A study of the organization and administration of counseling services and techniques of counseling exceptional children and their parents. Helping children and parents understand and ameliorate deficiencies; helping children and parents understand each other's feelings; helping parents plan for their children; guiding adolescents towards vocational goals.

EDU 247 Language and Speech Disorders (3)

A study of the language and speech development with emphasis on the nature of and correction of disorders.

EDU 248 Normal and Disturbed Development of Basic Abilities (3)

Study of sensory-motor functions, language, perception, higher thought processes, social and emotional development in the normal child; deviations found in the child with learning difficulties. Prerequisite: to be taken prior to EDU 241; to be articulated with EDU 202.

EDU 249 Appraisal of Children with Learning Difficulties (3)

Theoretical knowledge of tests most frequently used in various school systems including those used at the Frostig Center. The teacher's role in assessment mainly through observation in the classroom and interviews with children and parents. Prerequisite: to be articulated with EDU 241B and EDU 251.

EDU 250 Problems in the Education of the Educationally Handicapped (3)

A practicum course in which the teacher applies what she has learned by working with a single child.

EDU 251 Programming and Implementing Instruction (3)

General responsibility for quality and integration of curriculum for each child and small group assigned. Practical training is given in presenting ideas to other teachers and evaluating classroom work.

EDU 255 Seminar: Principles of Curriculum and Instruction (1-3)
Principles and procedures of curriculum program planning. Study of trends in major curricular fields.

EDU 256 Seminar: School Administration (1-3)
Aspects of school administration in varied organizational structures.

EDU 257 Seminar: Supervision of Instruction (1-3)
Examination of current trends in school supervision and of new dimensions of the supervisory role.

EDU 258 Sociological Aspects of Administrative Leadership (3)
A study of the knowledge, theory, and research of the behavioral sciences that are transforming school administration, the behavior of individuals and groups in an organizational setting, and its application to current professional problems in education.

EDU 261 Education and Career Planning (3)
Seminar in counseling and guidance. A study of the agencies, sources, and research data needed by the school counselor.

EDU 262 Pupil Personnel Services and their Organization (3)
An introduction to the basic principles of guidance and counseling and a study of the organization and administration of pupil personnel services in the school.

EDU 263 Laws Relating to Schools and Youth (3)
A study of legal regulations relating to schools, school personnel, and children. Students become familiar with the codes and legal references and with agencies which implement these regulations.

EDU 269 Field Experience — Pupil Personnel (1-3; 1-3)
Field work in counseling and guidance. Supervised field work for two semesters.

EDU 270 Survey of Programs for Child with Exceptional Needs (3)
Provides an introduction to the problem of exceptionalities of all types; the history of special education, the legal and administrative framework for special education in California; education, sociocultural, and psychological rationale for grouping children, while retaining the basic principles of normal growth and development underlying the deviations of the special exceptionalities. Types of special education programs are studied in relationship to the mainstream of regular education.

EDU 271 Appraisal of Exceptional Children (3)
A study of the use of tools for assessing exceptionalities in children; statistical concepts in measuring abilities; principles of assessment; methods of administration and interpretation; assessment instruments; and the relationship of the results of assessment to the total evaluation of the child. See PSY 271.

EDU 272 Disturbances in Child Development (3)
Includes a study of the learning and behavioral development characteristics of the five major groups of exceptionality as they arise from genetic and hereditary, neuro-physical traits, prenatal and neonatal development, nutritional factors, disturbances in sensory-motor, language, auditory and visual development, learning and problem-solving, social and emotional development, physical, locomotor, disease, physical injury, etc., and other specific effects of environmental and developmental processes. See PSY 272.

EDU 273 Development of Specific Learning Abilities (3)
Provides the opportunity for the candidate to use the outcomes of assessment to *plan specific programs* of remediation or amelioration of basic psychological functioning, and enables him to participate in the actual implementation of these plans through work with individual or small groups of children in the various categories of exceptionalities. See PSY 273.

EDU 274 Counseling and Guidance of Exceptional Children (3)
Primarily a study of *human relations*, which provides the basis for the effective working relationships, both interpersonal and interprofessional, involving the complex situation of persons interacting with one another at all levels of the organization social structure. The student develops the ability to relate effectively with pupils, parents, coworkers, and resource personnel; becomes sensitive to the feelings and needs of others by understanding his own, develops skills of communication, and learns to appreciate and use available resources. This course also helps the student develop the ability to work harmoniously and effectively with all personnel — a necessary condition for the success of the concerted efforts of all members of the staff toward a common goal of promoting the learning of children. See PSY 274.

EDU 275 Teaching of Language Arts for the Learning Handicapped (3)
In this course, the student draws upon the knowledge and skills requisite for effective teaching of reading and language arts in the regular classroom. He learns to adapt them to the learning abilities of learning handicapped

children. This course may be taken concurrently with student teaching or completed before that semester.

EDU 276 Teaching of Mathematics, Science and Social Science for the Learning Handicapped (3)

In this course the student draws upon the knowledge and skills requisite for effective teaching of mathematics, science and social science in the regular classroom. He learns to adapt them to the learning abilities of learning handicapped children. This course may be taken concurrently with student teaching, or completed before that semester.

EDU 277 Language and Speech Disorders (3)
Designed to acquaint the candidate in special education with the normal language development, and with the causes, characteristics, and remediation of speech disorders and defects in the handicapped child. Includes observation evaluation, and participation in programs of speech development and therapy. See PSY 277.

EDU 278 Supervised Teaching: Learning Handicapped (3-4)

Gives the candidate the opportunity to develop his skills in translating the theory and content of the pre-professional and professional courses into practice in the actual classroom situation. It provides experience in all aspects of teaching the learning handicapped children: assessment, programming, instruction, management, record maintenance, evaluation of progress, and contacts with families and community.

EDU 280 The Spanish Speaking Learner: Development and Learning (3)

A systematic study of the developmental characteristics of the learner in a Spanish-speaking home and a Spanish-American culture. Emphasis is placed on those factors influencing social adjustment, aptitudes, achievement, and motivation. The relationship between these factors and current curriculum content and teaching strategies is examined. Established and emerging philosophies and theories of bilingual education are analyzed by means of lectures, research reports, discussion, observations, and participation.

EDU 281 Implementing the Bilingual/Cross-Cultural Program (3)

A course designed to reexamine the curricula of the schools as approved by the California State Board of Education. Special attention will be given to the *Framework for Reading and the Framework for Bilingual-Bicultural Education and English as a Second Language* for elementary and secondary schools. Prerequisite: EDU 280.

EDU 282 Professional Practicum for the Bilingual, Cross-Cultural Specialist (3)

This course is designed to give the specialist-candidate the opportunity to obtain firsthand knowledge and competency in effecting the instructional program for the bilingual, cross-cultural student under the supervision of authorized public school and college personnel. This involves two ten-week periods of classroom teaching and the fulfillment of the related responsibilities expected of the in-services specialist. Equivalency for one period may be arranged with the Chairman of the Department of Education. Provision for K-12 field work will be based on applicant's experiences and basic teaching credential.

EDU 295 Project Guidance (3)

EDU 296 Master's Seminar (3)

Designed to provide opportunity for the candidate to develop competency in researching a current issue in education, analyzing its operational problem, and making a research report. Failure to complete the seminar work in one semester requires the student to re-register for another three units in EDU 296.

EDU 297 Fieldwork (Administrative Internship) (4)

Provides students with opportunities to gain knowledge and to develop competencies in those attitudes, skills, and techniques required of an educational administrator. One semester of work is devoted to experiences in schools and school districts. Taken concurrently with EDU 211 and EDU 218.

EDU 298 Supervised Field Experience — Administration and Supervision (3 or 2-2)

Directed and supervised experience in the supervision of instruction and in administrative activities. A wide variety of experiences is offered to prepare the student to meet many situations in supervision and administration. Approval of faculty advisor is required.

EDU 299AB Special Studies (1-3)

Prerequisite: Graduate standing or consent of department. May be repeated for credit.

EDU 301 Inservice Education (1-3)

EDU 302 Inservice Education (1-3)

EDU 330A Seminar and Practicum (1-3)

A course designed to present content and evaluation in connection with on the site field experiences in a variety of activities. Class meetings accompany the field work either on campus or at the site. The amount of credit for this course will be determined by the department.

EDU 330B Seminar and Practicum (1-3)

A continuation of EDU330A. Approval of the department is required.

EDU 333 Supervised Practicum: Pre-School (4)

Instruction of children in the pre-school under the direction of a master teacher. Conferences with teachers and supervisors accompany this work. Prerequisite: Departmental approval.

EDU 335AB Supervised Teaching: Elementary (4-4)

Instructing of children in the elementary school for a minimum of 180 clock hours. Experience is gained at different grade levels. Conferences with teachers and supervisors accompany this work. Provisions are made for students to fulfill Supervised Teaching at Brentwood Elementary, 24th Street, Dublin Ave., and Coliseum Elementary Schools. Prerequisites: EDU 126, EDU 137ABC, EDU 171.

EDU 336 Supervised Teaching: English As A Second Language — Elementary (4)

Instructing students in English as a Second Language in the elementary school under the direction of master teachers. Conferences with teachers and supervisors accompany this work. Prerequisites: EDU 350J or EDU 351, and the approval of the Education and English Departments.

EDU 338ABC Internship in the Education of Exceptional Children (4-4-4)

After satisfactory completion of EDU248, the teacher will work under supervision for two semesters with small groups, each semester with a different age level.

EDU 340 Seminar and Practicum: The Child with Learning Disabilities (6)

Provides supervised classroom experience of 10-20 hours per week, plus approximately 15-20 hours per week spent in lectures, demonstrations, seminars, and reading in child development, learning disabilities, and methods and techniques of educational therapy.

EDU 341 Seminar: Methods and Materials for Teaching Children With Learning Disabilities (2)

Designed to acquaint the participants with teaching methods and materials for children with learning disabilities. The seminar concentrates upon the development of sensory-motor, language, auditory and visual perception, and higher cognitive processes. Particular emphasis will be given to the social and emotional development of the child within the school setting.

EDU 342 Three-Day Workshop Overview of Ability Training (0)

Covers fundamental principles of ability training in the sensory-motor, perceptual, and language areas, and discussion and demonstration of teaching reading and mathematics. Live demonstrations, videotapes, selected films, and lectures are scheduled.

EDU 343 Evaluation: The Child with Learning Disabilities (2)

Training in administration, scoring, and interpretation of the Frostig Developmental Test of Visual Perception. Testing will also take place at the Center and in public schools. The seminar will also include consideration of educational diagnostic techniques, use of projective tests in the classroom, classroom dynamics, parent-child-school relationships and elements of programming.

EDU 344 Programming for the Child with Learning Disabilities (2)

Designed to acquaint the participants with the basic concepts and procedures for programming and to structure for individualization of instruction. The emphasis will be on utilization of standardized diagnostic tests and observations to achieve most effective choice of teaching methods and materials.

EDU 345 Workshop (Frostig Program) (1-3)

May be repeated for credit.

EDU 350J Methods and Materials in Teaching English as a Second Language (3)

Instruction on techniques and materials applicable in a wide variety of English as a Second Language teaching situations. For non-native speakers of English. Prerequisites: ENG 104J and passing of the English proficiency examination.

EDU 351 Methods and Materials in Teaching English as a Second Language (3)

Instruction on techniques and materials applicable in a wide variety of English as a Second Language teaching situations. For native speakers of English. Prerequisite: ENG 204.

EDU 360AB Seminar and Practicum for Services and Specialist Credential Program Equivalency (0)

Only those who have had courses/experience which apply toward the *services or specialists credentials* may enroll. Approval of adviser of specific program is required.

EDU 377AB Supervised Teaching: Secondary (3-3)

Instructing students in two junior or senior high school classes for one semester for a minimum of 120 clock hours. Weekly conferences are included. Provisions are made for students to fulfill supervised teaching at Pasteur Junior

High School and Hamilton High School. Prerequisite: EDU 170, EDU 171, EDU 172, EDU 173.

EDU 378 Supervised Teaching: English As A Second Language — Secondary (3)
Instructing students in English as a Second Language in the secondary school under the direction of master teachers. Conferences with teachers and supervisors accompany this course. Prerequisites: EDU 350J or EDU 351 and the approval of the Education and English Departments.

ENGLISH

ENG 1AB College Writing (2-2)
Principles and practice of writing, chiefly expository, with attention to critical thinking and analytical reading.

ENG 2 Introduction to Literature (3)
Selected novels, plays, and poetry studied for enjoyment and to introduce the student to the criticism of literature.

ENG 3 Basic Writing (3)
A study of basic elements of writing including sentence structure, paragraph development, and mechanics. Does not fulfill college writing requirement. Student must obtain a C or better to qualify for ENG 10A or ENG 10B.

ENG 5AB Honors English (1-1)
Offered, upon invitation by the Department, to outstanding freshmen. First semester reading of selected literature; second semester imaginative writing.

ENG 6 Imaginative Writing (3)
An introduction to free and structured writing; the writing of poems, essays, and stories to develop creativity and critical appreciation. Prerequisite: ENG10A or ENG10B.

ENG 10AB Communication Skills (3-3)
A core element of the Associate in Arts program, offering integrated experiences in reading, writing, listening, and speaking. One semester required for A.A. degree.

ENG 11 Communication Skills for the Medical Profession (3)
Principles of written and oral, individual and group communication with an emphasis on oral techniques in producing coherent reports, specific descriptions, clear directions, and logical conclusions.

ENG 17 Literary Focus (3)
In-depth study of works selected by author, theme, or genre. May be repeated for credit.

ENG 18 Studies in World Literature (3)
Study of major works in world literature, representing a variety of periods, themes, and genres.

ENG 21/121 Classical Epic and Drama (3)
Reading of the *Iliad*, *Odyssey*, *Aeneid*, and several Greek tragedies. Study of their origins, development, meaning to the ancient world and to the contemporary reader.

ENG 22/122 The Bible as Literature (3)
Aspects of the Bible as art, shaped by human artifice. Concerned with characters and their development in freedom; with literary elements such as theme, structure, voice, images, movement.

ENG 24/124 Study of Film (3)
Film as an art form, a study of techniques, with practice in viewing to increase awareness and enjoyment.

ENG 26/126 The American Experience (3)
An introduction to significant American myths and ideas through a study of selected American writing.

ENG 34 Pre-School Literature (3)
A survey of children's literature for lower division students interested in working with pre-school and primary grade children.

ENG 42 Literary History of England and America (1)
A survey of the major literary figures and trends in England and America from the beginnings to the present.

ENG 54 Studies in American Literature (3)
A study of poetry, fiction, and non-fiction representative of periods or trends in American literature.

ENG 61 How to Read Fiction (1)
Introduction to the reading of fiction, both short and long, as an art form; some emphasis on its evolution and power to widen the reader's experience.

ENG 62 How To Read Poetry (1)
Introduction to poetry reading and explication, moving from simple to complex forms, intended to enable the student to experience and enjoy poetry as an art.

ENG 63 How To Read a Play (1)
Introductory study of ways to respond to a printed play; attention to translating the written text into visualized mental performance.

ENG 73 Shakespeare (3)
A study of selected Shakespearean plays and poetry.

ENG 75/175 Selected Novelists (2-3)

Reading of major novelists from selected literary periods. Close study of language and structure as they embody and reveal meaning. Prerequisite: ENG 2 or ENG 61. May be repeated for credit.

ENG 76/176 Selected Poets (2-3)

In-depth reading and study of the work of several major poets from various literary periods. Comparison and contrast of related poems/themes/forms. Prerequisite: ENG 2 or ENG 62. May be repeated for credit.

ENG 77/177 Selected Dramatists (2-3)

Reading of major playwrights from selected literary periods; consideration of literary, historical, and technical questions. Prerequisite: ENG 2 or ENG 63.

ENG 90/190 Workshop (1-3)

May be repeated for credit.

ENG 91 Directed Study (1-3)

Study in a field of special interest, under the direction of a department member. May be repeated for credit.

ENG 92 Special Studies (3)

Exploration of special interest areas in the study of language and literature. May be repeated for credit.

ENG 93/193 Independent Reading (1-3)

Reading from works of some importance; student choices guided by lists arranged by period or genre. Although course may be repeated, the student is limited to three units total. Arrange with instructor.

ENG 94 Communication Skills Laboratory (1-3)

Individualized instruction in communication skills.

ENG 95 Special Studies in College Writing (1)

Intensive experience in expository writing with emphasis on logical development of ideas and effective style. Prerequisite: C or better in ENG 10A or ENG 10B, or equivalent. Strongly recommended for AA students transferring to four-year colleges.

ENG 100/200 English Linguistics (3)

A diachronic and synchronic approach to the linguistic analysis of English; special focus on problems in the history and structure of the English language relevant to teachers in bilingual and cross-cultural programs. Prerequisite: Demonstration of competency in traditional English grammar.

ENG 101 History of the English Language (3)

Study of the history and development of the English language with special emphasis on the phenomena operative in language change.

ENG 102/202 Structure of Modern English (3)

Introduction to varieties of contemporary linguistic theories and their application to modern American English; study of transformational grammar.

ENG 105 Advanced Composition (3)

Developing practice in clear prose exposition; study of style and the basic structure of the language.

ENG 106 Creative Writing (1-6)

Exercise in creating short stories and poems from experience and observation. May be repeated for credit up to a total of six units; at least two units required of English majors. Prerequisite: consent of instructor.

ENG 107 Writing for Television (3)

Study of the broad field of television writing; practice in the areas of drama and comedy; occasional opportunities to meet and discuss their craft with working writers.

ENG 134 Children's Literature (3)

Wide reading of children's books; study of critics in the field, and of artist illustrators.

ENG 143 English Literature from the Beginnings to 1660 (3-6)

Major works of the medieval and renaissance periods studied in the light of their historical contexts. May be repeated for credit up to a total of six units.

ENG 144 English Literature from 1660 to 1914 (3-6)

Majors works of the Enlightenment, Romantic, and Victorian periods studied in the light of their historical contexts. May be repeated for credit up to a total of six units.

ENG 145 American Literature from the Beginnings to 1914 (3-6)

Major works of colonial, early federal, and nineteenth-century America studied in the light of their historical contexts. May be repeated for credit up to a total of six units.

ENG 146 English and American Literature from 1914 to the Present (3-6)

Study of major works of modern England and America; consideration of how the literature reflects the condition of society after the outbreak of World War I. May be repeated for credit up to a total of six units.

ENG 154/254 Selected American Writers (3)

In-depth critical reading of a few American writers, selected to give insight into the literature and ideas of a significant period or movement in American culture. Prerequisite: ENG 2, ENG 26, ENG 54, ENG 126 or ENG 145. May be repeated for credit.

ENG 171 Dante, *The Divine Comedy* (3)
A close reading and explication of the *Comedy* as a supreme work of art; focus on its major structural principle.

ENG 172 Chaucer (3)
Readings in the poetry of Chaucer, principally the *Canterbury Tales* and *Troilus and Criseyde*, with reference to the minor works.

ENG 173 Shakespeare (3-6)
Appreciation of Shakespeare's range and art as a playwright through study of works from different periods of his development; combination of in-depth and background study. Prerequisite: ENG 2, ENG 63, or ENG 73. May be repeated for credit up to a total of six units.

ENG 181 Theory and Criticism (3)
Advanced study in methods of examining and discussing literature. Practice in literary analysis. Consideration of selected major critical theories and documents.

ENG 182 Television Today (3)
Analysis and criticism of current television programs and professional television criticism; a broad study of administrative, production, and creative processes in television; occasional visits to television programs in production.

ENG 191/291 Directed Study (1-3)
Study in a field of special interest, under the direction of a department member. May be repeated for credit.

ENG 192/292 Special Studies (3)
In-depth exploration of special interest areas in the study of language and literature; interdisciplinary and cross-disciplinary studies; investigations into literature and ideas. May be repeated for credit.

ENG 199 Senior Paper (0-1)
Senior English majors must complete a critical, research, or creative essay under the direction of a department member; they enroll in ENG199 during the term in which they complete the work. Occasionally an outstanding paper earns one unit of credit.

ENG 204 Comparative Bilingual Studies (3)
Provides the academic background and practical experience for making contrasting analyses on the levels of phonology, morphology, syntax, and graphology. Special attention is given to relating the techniques and results of such analyses to bilingual and English as a second language teaching situation. Prerequisite: ENG 100 or ENG 200.

ENGLISH AS A SECOND LANGUAGE

ESL 7J Beginning English as a Second Language (0)
Intensive basic English for foreign students.

ESL 8J Intermediate English as a Second Language (3)
Intermediate drill in English language skills for foreign students; grammar, composition, reading. Prerequisite: ESL 7J or instructor's signature.

ESL 9J Advanced English as a Second Language (3)
Advanced English language study for foreign students; grammar, composition. Prerequisite: ESL 8J.

ESL 103J Studies in Language and Communication (3)
A multi-dimensional approach to language: listening, speaking, reading, writing.

ESL 104J Bilingual Comparative Studies (3)
Systematic analysis of English and Spanish language patterns. Prerequisite: ESL 9J.

ESL 105J, ESL 106J Advanced Composition for Foreign Students (3-3)
Development of writing skills; style of written English. Prerequisite: ESL 9J.

ESL 125J Approaches to Literature (3)
Study of a selection of great works; experience in critical and creative reading. May be repeated for credit. Prerequisite: ESL 9J.

ESL 128J, ESL 129J Introduction to Literature for Foreign Students (3-3)
Reading in English and American literature; vocabulary, comprehension. Prerequisite: ESL 9J.

FRENCH

FRE 1, FRE 2 Elementary French (3-3)
Develops fundamental skills: speaking, reading, understanding, writing. Intensive use of language laboratory is required. Classes feature demonstration, active practice and exchange in French.

FRE 1, FRE 2 Elementary French (4-1)
Develops fundamental skills: speaking, reading, understanding, writing. Intensive use of language laboratory is required. Classes feature demonstration, active practice and exchange in French.

FRE 3 Intermediate French (3)

Continues the development of all four language skills, emphasizing vocabulary building, perfecting pronunciation, increasing fluency. Intensive language laboratory use is required. Class conducted in French.

FRE 3 Intermediate French (4)

Continues the development of all four language skills, emphasizing vocabulary building, perfecting pronunciation, increasing fluency. Intensive language laboratory use is required. Class conducted in French.

FRE 4AB Intermediate French (3-3)

Continues the development of the four language skills. Selected literature and culture readings discussed and analyzed in French to enrich vocabulary and improve writing ability.

FRE 25 Advanced Grammar (3)

A thorough review of the structure of the language with concentration on the more complex points of French grammar; exercises in prose composition. Prerequisite: FRE 4AB.

FRE 32/132 History and Civilization of France (3)

A background course for the study of French literature. Historical, social, and cultural development of France with emphasis on contemporary aspects of French civilization. Prerequisite: FRE 4AB.

FRE 94/194 Study/Travel (1-6)

FRE 101 Stylistics and Composition (3)
Exercises in rhetoric, stylistic analysis; original compositions. Prerequisite: FRE 25.

FRE 112AB Introduction to the Study of French Literature (3-3)

An introduction to poetry, prose fiction and drama, tracing the development of each genre from the middle ages to the present. Special attention given to literary theory and internal criticism of works studied in class. A. From the middle ages to Romanticism. B. From Romanticism to today. Prerequisite: FRE 4AB.

FRE 113AB Advanced Grammar (3-3)

A thorough review of the structure of the language with concentration on more complex points of French grammar; exercises in prose composition, *explication de texte*, and intensive speech development emphasis.

FRE 123 Literary Expression of Medieval and Renaissance Thought (3)

Themes, ideas, and forms of medieval and renaissance literature as an expression of the life, thought and attitudes of the times. Poetry, prose, drama. Prerequisite: FRE 112A.

FRE 125 Masterpieces of the 17th Century: Prose and Poetry (3)

Study of the different trends in prose and poetry with analysis of the major works. Prerequisite: FRE 112AB.

FRE 126 The Classical Theatre: Corneille, Racine and Molière (3)

A study of French Classicism as it is exemplified in the tragedies of Corneille and Racine, and the comedies of Molière. Prerequisite: FRE 112AB.

FRE 127 The Age of Enlightenment (3)

A study of the artistic and intellectual trends of the eighteenth century as revealed by the major poets, dramatists, and prose writers of the period; the intellectual origins of the French Revolution. Prerequisite: FRE 112 AB.

FRE 129 Poetry and Theater of the Nineteenth Century (3)

A study of the artistic and intellectual currents of the nineteenth century as revealed by the major poets and dramatists of the period; interpretation and analysis of selected works. Prerequisite: FRE 112 B.

FRE 130 Realism and Naturalism (3)

A study of the novel and short story of the late nineteenth century; analysis of selected works of each genre. Prerequisite: FRE 112B.

FRE 133 New Trends in Twentieth Century Drama and Poetry (3)

Intensive study of the different trends of contemporary poetry and theatre with analysis and interpretation of selected works. Prerequisite: FRE 112B.

FRE 134 New Trends in Twentieth Century Novel (3)

A study of the search for identity as the hero of the contemporary French novel experiences "l'angoisse, l'engagement, l'absurde et l'anti-sentiment." Prerequisite: FRE 112B.

FRE 149 Masterworks of European Literature in Translation (3)

The discussion, analysis, and appreciation of selected literary works from the best of Europe's writers, periods, genres.

FRE 190AB Special Studies (3-3)

Courses designed to investigate in-depth areas of special interest; genres, authors, themes; inter-disciplinary and cross-disciplinary studies.

FRE 191 Senior Thesis (1)

French majors must complete a senior thesis under the direction of a department member. They enroll in FRE191, Senior Thesis, during the term in which they complete the work. Upon acceptance of the paper by the depart-

ment, the student receives one unit of credit and no grade.

FRE 199AB Independent Studies (1-3; 1-3)
Directed readings and investigation. For qualified students with the approval of the department.

GERMAN

GER 1, GER 2, GER 3 Elementary German (3-3-3)

Develops fundamental skills in understanding, speaking, reading and writing. Intensive use of the language laboratory.

GER 4, GER 5 Intermediate German (3-3)
Conversation stressed. Introduction to culture and civilization of the German-speaking peoples. Prerequisite: GER 3 or equivalent.

HISTORY

HIS 1AB Western Civilization (3-3)
An historical study of the major elements in man's heritage designed to introduce the student to the ideas, attitudes, and institutions basic to western civilization.

HIS 7ABC American Civilization — Colonial and Revolutionary Traditions (1-1-1)
This course will spotlight the colonial and revolutionary traditions as well as trace their contributions to the thought and values in American character. Emphasis on the Puritan tradition, pre-Revolutionary America, and constitutionalism in a new nation.

HIS 7DEF American Civilization — 19th Century (1-1-1)
This offering will feature three developments in the 19th century which shaped American society and its values. The areas selected will be the multi-faceted Jacksonian period, the slave system in Southern culture and the development of business enterprise in the post-Civil War era.

HIS 7GHI American Civilization — 20th Century (1-1-1)
This course is aimed at in-depth examination of three pivotal epochs in modern American development: the progressive Reform Era, the New Deal Economic changes and the post-World War II foreign policy revolution. Each part will focus on the dominant themes and currents which shaped American values. Fulfills AHI and CPE requirements.

HIS 17 Trends in American History and Institutions (3)

The constitutional problems of the American Revolution, the founding of the American Republic, the later crises brought on by sectionalism and slavery, the socio-economic implications of these crises, the evolution of the presidency since 1900, the changing relationships of the federal government to the economy, and the growth of executive power. Fulfills AHI requirement.

HIS 25/125 Cultural and Historical Geography (3)

A survey of the basic cultural elements of geography, of their correlation with the physical elements, and of the geographic factors basic to the study of history and the social sciences.

HIS 27 U.S. History and Institutions for Foreign Students (3)

The constitutional problems of the American Revolution, the founding of the American Republic, the later crises brought on by sectionalism and slavery, the socio-economic implications of these crises, the evolution of the presidency since 1900, the changing relationships of the federal government to the economy, and the growth of executive power. Limited to foreign students. Fulfills AHI and CPE requirements.

HIS 75/175 U.S. The Twentieth Century (3)
A study of the twentieth century aspects of American life, national and international problems; the place of the United States in world affairs. Fulfills AHI and CPE requirements.

HIS 93/193ABCD Studies in Selected Historical Problems/Topics (3-3-3-3)

The course will reflect special areas of research by various faculty members and visiting lecturers. The particular area of study will be announced in the semester schedules.

HIS 101 The Writing of History (3)

An examination and practice of the methods of modern research and the particular tools of history: chronology, analysis, and interpretation. Attention is given to the craft of working with different sources and the development of style. This course will include a research paper.

HIS 112 Economic History of Europe (3)

The rise and spread of commerce and capitalism in Western Europe; a critical evaluation of the concept of the Industrial Revolution; the economic development of the modern European state; the process of economic cooperation and integration.

HIS 113 Economic History of the United States (3)

See ECO 113.

HIS 117 The American Democratic Republic (3)

This course emphasizes the historical development of the United States as illustrated in the federal and state constitutions, the courts, and the legislature; the power of the executive as policy maker; the development of foreign policy. Fulfills AHI and CPE requirements; not generally accepted as part of the history major.

HIS 121 The Early Medieval World (3)

Heirs of the Roman Empire, Byzantium, Western Europe, and Islam, Carolingian Europe and new invasions; feudalism; territorial, economic, and religious frontiers.

HIS 122 Europe: Knights, Monks, Monarchs, and Merchants (3)

The High Middle Ages; Church and State; rise of the feudal monarchies; the dynamics of medieval culture as reflected in literature, art, education, law, sciences, and philosophy.

HIS 124AB History and Civilization of the Near East (3-3)

A. Islamic Civilization: From Mohammed to the 18th century. A history of the revelation received by Mohammed and of the Arab, Iranian and Ottoman Turkish societies based on the Koran. The contact of Christian Islamic soldiers, merchants, philosophers, architects and artists studied through events such as the Crusades and the fall of Constantinople and by means of the literature and visual arts of the age. B. Muslim, Christian and Jewish nations: From the decline of the cosmopolitan Ottoman Turkish and Iranian empires in the 18th century to the emergence of the contemporary nation states. Persia and Egypt as examples of Islamic nationalism versus European imperialism; the background of Turkish-Christian and Arab-Jewish conflict.

HIS 141 Europe: The Age of Transition (3)

An examination of the transition from medieval to early modern European society with emphasis on theological, humanistic, and cultural achievements.

HIS 142 Europe: Politics and Theology in the Age of Reformation (3)

An examination of the currents and influences of religious disunity, the Reformation, dynastic wars, and the counter-Reformation.

HIS 143 Europe: The Old Regime and the Enlightenment, 1660-1789 (3)

The European search for security and the effort to reconcile the Old Regime with the New Science of the Enlightenment. An examination of the attempts to maintain the political balance

and of the growth of forces leading to the modern world.

HIS 146 Europe: The Age of Revolution and Nationalism, 1789-1871 (3)

A study of class conflicts, culture and nationalism in the period from the beginning of the French revolution to the unification of Italy and Germany and the Commune of Paris. The intellectual and artistic achievements of figures such as Goya, Beethoven, Stendhal, Darwin, Marx, and Wagner will be treated in relation to the political, social and cultural trends of this period.

HIS 147 Europe: The Age of Imperialism and Totalitarianism, 1871-1945 (3)

The history of Europe in the German era from the establishment of the Second Reich to the collapse of the Third. A study of society and culture in nations preparing for and conducting total war. The intellectual and artistic achievement of figures such as Nietzsche, Freud, Mann, Nijinsky, Orwell, and Picasso will be treated in relation to the political and intellectual currents of the period.

HIS 148AB History of Russia (3-3)

- A. Russia to 1860. A survey of the political, economic, and social developments, and of foreign relations in the Kievan, Muscovite, and St. Petersburg periods.
- B. Russia from 1860 to the present. Reform and radical movements, international politics, the era of revolutions in Russia, and the formation. Internal developments and foreign relations of the Soviet Union.

HIS 160 The Social History of Spain (3)

The course deals with the period since the Reconquest, with emphasis on the crises in religious life, regional integration and class relations, culminating in the civil war of the 20th century.

HIS 162AB History and Civilization of Latin America (3-3)**A. Latin American Civilization**

A survey of pre-Columbian and Latin American social and cultural history, with stress on the values and institutions which have created modern society in the Latin American world.

B. Latin American Nations

A study of selected major nations of topical interest and of the role of the revolution, military dictatorship, and reform as vehicles of modernization. May be repeated with the consent of the instructor.

HIS 165AB/265AB History of the Spanish-Speaking Peoples of the United States (3-3)**A. Latin American Culture**

A survey of the indigenous civilizations, the influence of Spain and of the modern impact of the United States, with stress on the social and cultural changes in Mexico which have caused migration northward. Reference to the history of other nations which have representation in Southern California.

B. The Spanish-Speaking in the United States

A study of the Spanish-speaking peoples in the United States today. The history, contemporary status, and emerging future of the Mexican Americans, with attention to the Puerto Ricans, Cubans, and other communities of importance to Southern California.

HIS 170 The Expanding Atlantic Community: The Colonial Era (3)

The study of the founding and of the political, social, and economic history of the thirteen colonies and their neighbors, with attention to European backgrounds.

HIS 171 U.S.: Revolutionaries and Constitutionalists (3)

The American Revolution, Confederation, and union under the Constitution; the social, economic, and cultural development of the United States to 1800.

HIS 172 U.S.: Jeffersonianism and Jacksonianism (3)

The political and social history of the United States from 1801 to 1850; political developments, western settlements, territorial expansion, economic developments, and the roots of intersectional conflict.

HIS 173 U.S. Civil War and Reconstruction Era (3)

Concentration on the causes underlying the outbreak of the conflict between the North and South; the formation of the Confederate States; the war years; reconstruction and its effect on American civilization.

HIS 174 U.S. Industrialism, Populism and Progressive Reform (3)

A study covering the rise of American industrialism in the 1860's through labor trends, the Populist Revolt, Imperialism, and Progressive Reforms of Roosevelt, Taft, and Wilson.

HIS 178 Diplomatic History of the United States (3)

A survey of the factors entering into the formation and the carrying out of American foreign policy, with emphasis on twentieth century developments and post World War II problems.

HIS 179 Constitutional History of the United States (3)

The evolution of the fundamental characteristics and trends in American Constitutional development with emphasis on contemporary problems. Fulfills AHI and CPE requirements. Consent of instructor necessary for non-majors and non-minors.

HIS 181 The American West (3)

A consideration of the special problems in American history resulting from the impact of civilization on an open frontier. The Turner thesis is examined and the particular characteristics and contributions of the fur-trading, mining, cattle, and farming frontiers are studied.

HIS 188 California History (3)

The social, economic, cultural, and institutional development of California through the Spanish, Mexican, and American periods; the influence of the development of the Pacific Coast on the United States, nationally and internationally.

HIS 190 Workshop (1-3)

May be repeated for credit.

HIS 197ABC Readings in Historical Literature (1-3)

Individual programs of reading on significant historical topics or fields. Designed to acquaint the student with pertinent books of the past and present. Limited to majors in history.

HIS 198 Historiography (3)

An introduction to the most significant historians and historical works. Evaluation of representative historians, including their (1) philosophy of history, (2) methods of gathering information, (3) use and criticism of sources, (4) credibility, and (5) artistic presentation. Required of history majors in the senior year.

HIS 208ABCD Seminar: Selected Historical Problems or Topics (3-3-3-3)

Particular area or subject announced in the schedule.

HIS 254ABCD Seminar: Selected Areas of European History (3-3-3-3)**HIS 262AB Seminar: Latin American History (3-3)****HIS 270ABCD Seminar: U.S. History (3-3-3-3)****HIS 293 Problems in Methods and Techniques of Teaching History and the Social Sciences (3)**

Required for MAT in history. Includes methods and techniques but emphasizes comprehension, organization and presentation of materials together with bibliography, with attention to integrated role of the social sciences in the teaching process.

HIS 295 Guidance and Preparation for the M.A.T. Examination (0)

INTER-DISCIPLINARY

INT 2/102 Values in Contemporary Society — Reflected in Film (1-3)

An interdisciplinary examination of the values imbedded in film; both theatre and television. Students are encouraged to watch a broad spectrum of films in order to heighten their powers of observation of values, to discover what the film makers are about, and to come to an aesthetic judgement about the quality of the film.

INT 4/104 ABCDEFGH Civilization and Culture (Each module 1½-1½) (12)

Each self-contained module explores a cultural age or epoch using a dominant figure, idea or social movement as the focal point. Each is an interdisciplinary offering bringing together the appropriate disciplines from art, economics, history, literature, music, philosophy, political science, psychology, sociology, and theology.

Ancient World to 500 A.D.

- A. The Age of Pericles: The Golden Age of 5th Century B.C. A study of fifth century B.C. Athens in the time of Pericles. Examination of the achievements and failures of the democracy and its extraordinary cultural contributions to world civilization.
- B. The Age of Augustus in Rome. A study of imperial Rome in the time of Caesar Augustus. Examination of conditions in the Empire during the *Pax Romana* and the cultural achievements of this Golden Age in world civilization.

Medieval and Renaissance, 500-1600

- C. The Age of Aquinas in the 13th Century. "The Age of Aquinas" or "How to be Really Gothic!" involves a survey of the twelfth-thirteenth centuries from the viewpoint of gothic style and its influence on structure and content in philosophy literature, music, art and society.
- D. The Age of the Renaissance. This module attempts to understand "the Renaissance man" in a time extraordinarily rich in culture and in influence on modern history.

Early Modern World, 1500-1800

- E. Age of Louis XIV in 17th Century France. This is a study of French institutions and culture in the reign of the "Sun King." Both the golden age of French culture and the social attitudes of the lower classes are the focus of this historical period.
- F. The Industrial Revolution. The factors which led to the industrialization in England as well as its cultural and institutional influences are the basis for this eighteenth century economic investigation.

The Modern World, 1800 to Present

- G. The Age of Romanticism. The literary figures of the early nineteenth century are the center for interpreting the multi-faceted aesthetic and cultural aspects of the Romantic Movement. The primary focus is on English and German developments.
- H. The age of Dictatorship — Nazi Germany. The rise of authoritarian role in the twentieth century — Germany in particular — is the main thrust of this historical study. The social and economic patterns that brought this development about and later supported the Nazi regime are the central themes for analysis.

INT 5 Inquiry (3)

The exploration in theory and practice of the process of inquiry; through study and experience of these processes in various disciplines, to compare the nature of problems and solutions in the arts, sciences and humanities.

INT 20/120 Mythology (3)

An introduction to the study of mythology; the historical and social significance of mythology in various cultures.

INT 94/194 Study/Travel: Seminar (1-6)

INT 95/195 Study/Travel: European History and Culture (1-6)

INT 180 Seminar in Ideas and Culture (3)

An Interdisciplinary seminar in a selected period or movement in European or American civilization; emphasis on historical, literary, and philosophical sources. Specific topics will be announced in semester schedules. May be repeated for credit.

ITALIAN

ITA 1, ITA 2, ITA 3 Elementary Italian (3-3-3)
 Develops fundamental skills in understanding, speaking, reading and writing. Intensive use of the language laboratory.

ITA 4, ITA 5 Intermediate Italian (3-3)
 Stress is laid on conversational Italian; culture and civilization are introduced. Prerequisite: ITA 3 or equivalent.

JOURNALISM

JRN 8AB/108AB Journalism (3-3)
 Instruction and practice in various forms of journalistic writing: news, interpretation, features, opinion.

JRN 9/109 Journalism Workshop (1-3)
 View practicum; not applicable to English major.

MATHEMATICS

MTH 1 College Algebra (3)
 Set language and notation, real and complex numbers, fundamental operations, inequalities; polynomial, exponential, and trigonometric functions and their graphs; permutations, combinations, binomial theorem.

MTH 3AB Mathematical Analysis I (3-3)
 Differential and integral calculus of elementary functions with associated analytic geometry; techniques and applications. Prerequisite: Three to four years of high school mathematics including trigonometry and a full year of advanced algebra or the satisfactory completion of MTH 1, College Algebra. Students having some deficiencies in formal high school courses may qualify by obtaining the consent of the department and/or passing an examination.

MTH 4AB Mathematical Analysis II (3-3)
 Improper integrals, polar and spherical coordinates with applications, series, multivariable calculus, elementary differential equations. Prerequisite: MTH 3B.

MTH 9/109 Introduction to Computer Processes (3)
 An introduction to computer processes for the non-mathematics major. Description of the computer, its logical structure and functioning, input-output and storage, peripheral equipment, the data processing cycle, programming using the Basic language.

MTH 10/110 Mathematical Ideas (3)
 Topics in mathematics chosen to illustrate the mathematical way of thinking and to acquaint liberal arts students with mathematics as an art and science. This course is intended primarily for non-mathematically oriented students; those having a strong background in mathematics need the consent of the instructor before enrolling.

MTH 19 Machine Language Programming (3)
 Base conversion, arithmetic in other bases, complementary arithmetic; programming of jumps, decisions, loops, subroutines, and macros in machine language; applications in related disciplines. Prerequisite: MTH 9.

MTH 20 Advanced Programming (3)
 Advanced programming and computation of elementary mathematical functions; Fortran language, single and multi-dimensional arrays, functions and subroutines, declarative statements; evaluation of polynomials by synthetic division, derivatives, integrals in one and two dimensions, determinants, Gaussian reduction. Prerequisites: MTH 3A and MTH 9.

MTH 35/135 Introduction to Biostatistics (3)
 An introduction to methods of statistical analysis with special attention to biomedical applications. Topics include sampling, distributions, tests of hypotheses, significance and confidence levels. Not open for upper division credit to mathematics majors.

MTH 38/138 Elements of Probability and Statistics (3)
 Elementary probability theory, properties of distributions of random variables, normal and binomial distributions, sampling, estimation, hypothesis testing, correlation. Not open for upper division credit to mathematics majors.

MTH 50/350 Modern Mathematics (3)
 Sets, numeration systems, properties of integers, rational and real numbers, elementary number theory. This course is intended primarily for elementary teachers.

MTH 51/351 Modern Geometry (3)
 Intuitive geometry of lines, planes, and space; congruence, similarity, measurement, geometric constructions; elements of spherical and coordinate geometry. This course is intended primarily for elementary teachers.

MTH 52AB Fundamentals of Algebra (3-3)
 Fundamental operations, factoring, systems of equations, permutations and selections, binomial theorem, inequalities, real and complex numbers, sequences and series. Offered in extended day program only. Not open for credit to students who have credit for MTH 1. Prerequisite: MTH 50/350 or the consent of the instructor.

MTH 52C Elementary Functions (3)
Polynomial and trigonometric functions with associated analytic geometry. Offered in extended day program only. Not open for credit to students who have credit for MTH 1. Prerequisite: MTH 52AB

MTH 99 Special Studies in Mathematics (1-3)
Independent or group studies in mathematics. Course may be repeated for credit. Prerequisite: Approval of the department and/or consent of the instructor.

MTH 100 Topics in Geometry (3)
Euclidean geometry from a modern axiomatic viewpoint, introduction to hyperbolic geometry. This course is intended to meet the needs of prospective secondary teachers. Prerequisite: MTH 3B.

MTH 101 Topics in Geometry (3)
Geometric transformations, motions, similarities, affine, projective and topological transformations; groups, invariants, systems of geometry obtained from transformations, introduction to projective geometry. Prerequisite: MTH 3B.

MTH 102 Advanced Calculus (3)
Vector algebra, differential and integral vector calculus. Prerequisite: MTH 4B.

MTH 103 Linear Algebra with Differential Equations (3)
Gaussian reduction, inverses, and iterative schemes to solve systems of linear equations; numerical evaluation of eigenvalues and eigenvectors; linear differential equations with elementary applications; systems of linear differential equations and series solutions of ordinary differential equations. Prerequisite: MTH 3B.

MTH 104 Real Analysis (3)
Real numbers, topology of Cartesian spaces, convergence, continuity, differentiation and integration theory. Prerequisite: MTH 4B.

MTH 105/205 Complex Analysis (3)
Complex numbers and functions, analytic functions, integration, conformal mapping. Prerequisite: MTH 102.

MTH 111AB Modern Algebra (3-3)
Numbers and number systems, groups, rings, integral domains, fields; homomorphism and isomorphism theorems; vector spaces, linear transformations and matrices, determinants. Prerequisite: MTH 3B.

MTH 113AB/213AB Probability and Statistics (3-3)
Probability as a mathematical system, random variables and their distributions, limit theorems, statistical applications, hypotheses testing. Prerequisite: MTH 3B.

MTH 115 Number Theory (3)
Number systems, divisibility, congruences, diophantine equations. Prerequisite: MTH 3B.

MTH 128/228 Numerical Analysis (3)
Curve fitting, interpolation, numerical integration, solution of algebraic and transcendental equations, numerical solution of differential equations. Prerequisite: MTH 4B.

MTH 199/299 Special Studies in Mathematics (1-3)
Independent or group studies in mathematics. Course may be repeated for credit. Prerequisite: Approval of the department and/or consent of the instructor.

MUSIC

MUS IAB-CD/101 AB-CD Musicianship I(4-4)
(Harmony — 3; Solfege — 1) Lecture and laboratory, five hours each week for two semesters. A functional study of the theoretical aspects of music including scales, modes, intervals, two- and three-part counterpoint, and elements of harmony up to the chord of the seventh. Development of aural, visual, singing, writing and playing skills in notation, scales, modes, rhythm, and melodic and harmonic intervals.

MUS 2AB-CD-E/102AB-CD-E Musicianship II (4-4-3)
Harmony (3); Solfege (1). Lecture and laboratory, five hours each week for two semesters. Continuation of Musicianship I, including ninth, eleventh, and thirteenth chords, chromatic harmony and modulation. Development of aural, visual, singing, writing, and playing skills in compound intervals, chromatic and atonal melodies, chromatic harmonies, modulation, and more complex meters and rhythms. Practical Keyboard Musicianship (3). A functional approach to sight reading, harmonization, transposition, score reading, and improvisation at the keyboard.

MUS 3AB/103AB Creative and Theoretical Concepts of Music (4-4)
A. A functional approach to the theoretical aspects of music including development of skills in the singing, playing, and writing of scales, intervals, chords, and elementary harmony. Designed for music minors and other non-music majors.
B. A functional exploration of counterpoint, analysis and orchestration for music minors and other non-music majors.

MUS 4/104 Guitar Class (1)
Class instruction in the basic technique and performance of the guitar, development of music reading skills and appropriate repertoire.

Students must provide their own instrument. Class is open to both music and non-music majors on beginning and intermediate levels. May be repeated for credit.

MUS 5ABCD Music Literature Repertoire (1½-1½-1½-1½)

Study of the masterpieces of music through performances, coaching, concert attendance, lectures, and systematic guided listening. Required of all lower division music majors.

MUS 6 Introduction to the Art of Music (3)

A course which explores the art of music from a variety of avenues in order to heighten awareness, understanding and appreciation of this art. Study of the stylistic, creative, and theoretical aspects of music for the non-music major.

MUS 7/107 Voice Class (1)

Study of fundamental techniques of breath control, tone production, diction, and interpretation. Development of appropriate repertoire. Open to both music (other than voice major) and non-music majors. May be repeated for credit.

MUS 8/108 Piano Class (1)

Class instruction in the development of fundamental keyboard skills. Performance and interpretation of piano compositions in styles suitable to grade level. Classes are open to both music and non-music majors on beginning and intermediate levels. May be repeated for credit.

MUS 9/109 Organ Class (1)

Class instruction in fundamental techniques, registration and performance. Prerequisite: Sufficient piano technique to play Bach Two-Part Inventions and easier Mozart and Beethoven Sonatas. May be repeated for credit.

MUS 10/110 Gregorian Chant (1-2)

Study of the rhythm, modes, chironomy and interpretation of Gregorian chant. Survey of its history and liturgical use.

MUS 12/112 Music and Worship (3)

An introductory course in Church music aimed at educating for leadership in the area of pastoral service. Repertory, curriculum, legislation, and techniques for the use of music in worship.

MUS 13/113 Applied Music (½-3)

Private instruction — instrumental or vocal. For non-music majors. May be repeated for credit.

MUS 15/115 Applied Music (½-4)

Private instruction—instrumental or vocal. For music majors. May be repeated for credit.

MUS 16/116 Development of Jazz (1-2)

An introduction to the nature, process, and history of jazz.

MUS 19/119 Chorus (1)

Study and performance of masterpieces of choral literature from all periods. Open to all college students, and to qualified high school students with senior standing. May be repeated for credit.

MUS 20/120 Mount Community Orchestra (½-1)

Study and performance of symphonic literature of all periods. Prerequisite: Consent of instructor. May be repeated for credit.

MUS 21/121 Consort Singers (1)

Study and performance of masterpieces of choral literature from all periods. Open to college students by audition and to qualified high school music students with senior standing by audition and recommendation of high school music instructor. May be repeated for credit.

MUS 22/122 Ensemble/Coaching (½-1)

Study and performance of significant keyboard and vocal ensembles. May be repeated for credit. Prerequisite: Consent of the instructor.

MUS 23/123 Chamber Music (½-1)

Study and performance of chamber music for various instrumental and/or vocal combinations. May be repeated for credit. Prerequisite: Consent of instructor.

MUS 24/124 Musical Style Through the Ages (3)

The development of musical style through each period of history from ancient Greece to the present day. Study of selected masterpieces of music and their composers in historical context.

MUS 25/125 Instrumental Survey (1)

A study of the orchestral instruments as a prerequisite to music courses in which a general knowledge of these instruments is desirable.

MUS 26/126 Brass Instruments: Introductory Techniques (1)

Elementary instruction and techniques, care of instruments and survey of methods.

MUS 27/127 Woodwind Instruments: Introductory Techniques (1)

Elementary instruction and techniques, care of instruments and survey of methods.

MUS 28/128 Percussion Instruments: Introductory Techniques (1)

Elementary instruction and techniques, care of instruments and survey of methods.

MUS 29/129 String Instruments: Introductory Techniques (1)

Elementary instruction and techniques, care of instruments and survey of methods.

MUS 30/130 Creative Music Experience (3)

An introduction to the conceptual structure of music. Emphasis is placed on rhythm, melody, creativity, style, and harmony. This course serves as basic preparation for the elementary and intermediate school instructor. It includes instruction on melodic and percussion instruments, observation and participation, and programmed instruction in fundamentals. Prerequisite: MUS 6 or adequate background.

MUS 31/131 Music for the Young Child (3)

An introduction to the conceptual structure of music and the initial preparation for the instruction of children eight years and younger. Emphasis is placed on rhythm, melody, style, movement, use of instruments, and the relation of music to the different stages of child development.

MUS 94/194 Study/Travel (1-6)**MUS 105 Music Literature Repertoire (½)**

Study of the masterpieces of music through performance coaching, concert attendance, and occasional lectures on special subjects and topics of current interest. Required each semester of all upper division B.M. majors.

MUS 111 Master Class Sessions in Interpretation (1)

The interpretation of great literature under the guidance of artist teachers. May be repeated for credit.

MUS 117 Readings from Opera (½-1)

Study and performance of operatic scenes. May be repeated for credit.

MUS 118 The Musical Theater Repertoire (½-3)

Study and performance of works from the musical theater repertoire. Brief history of the American musical theater. Open to music majors and non-music majors with the consent of the instructor. May be repeated for credit.

MUS 132AB Counterpoint (2-2)

A. Writing and analysis of pieces in eighteenth-century style for two and three voices.

B. Continuation of the above. Four and five voices, canon, and fugue. Private instruction.

MUS 133 Music Analysis (2)

Detailed analysis of the music forms found in the literature of the last five centuries.

MUS 134AB Orchestration (2-2)

A. Designed to provide facility in writing for various instrumental combinations. Techniques, analysis and use of the orchestra by the composers of the 18th, 19th, and 20th centuries. Includes ranges, tonal possibilities, technical limitations.

B. Advanced orchestration to be taken in private sessions with instructor.

MUS 135 Composition (1-3)

Analysis and composition of music in various styles, forms, and instrumental and/or vocal combinations. May be repeated for credit.

MUS 136 Vocal Arranging (1)

Study of settings for various vocal combinations. The writing of accompaniments, descants, and settings for varied vocal ensembles.

MUS 137 Band Arranging (1)

Study of music written for band. Score reading and arranging of music for various band combinations.

MUS 138 Advanced Musicianship (2)

Analysis and techniques used in contemporary music. Comprehensive study of twentieth century harmony, and writing of music in contemporary style.

MUS 139AB Instrumental Conducting (2-2)

A. Study of baton technique, score reading, and interpretation of orchestral literature.

B. Special problems in the interpretation of instrumental literature.

MUS 140AB Choral Techniques (2-2)

A. Study of baton technique, score reading and interpretation of choral literature of various styles.

B. Special problems in the interpretation of choral literature from the sixteenth century to the present.

MUS 141 Music History: Ancient, Medieval, Early Renaissance (3)

The history of music from Hellenic times to the death of Josquin. Elementary principles of performance practice; the evolution of notation and musical theory.

MUS 142A Music History: Renaissance and Baroque (3)

The history of music from the early sixteenth century to the death of J.S. Bach. Stylistic idioms; vocal and instrumental performance practices.

MUS 142B Music History: Analysis (1)

Detailed analysis of selected renaissance and baroque works. Concurrent with Mus 142A.

MUS 143A Music History: Classical and Romantic (3)

The history of music from pre-classicism through the nineteenth century to Wagner.

MUS 143B Music History: Analysis (1)

Detailed analysis of classical and romantic works. Concurrent with MUS 143A.

MUS 144A Music History: Post-Romantic and Twentieth Century (3)

The history of music from the post-romantic era to the present. Developments in theory and aesthetics, folk influences, "neo" movements, new definitions of music.

MUS 144B Music History: Analysis (1)

Detailed analysis of post-romantic and twentieth century works. Concurrent with MUS 144A.

MUS 145AB Seminars in Music History and Literature (3-3)

Special studies in a single formal genre, historical periods, or representative composers.

MUS 146 Special Projects in Music (1-3)

- A. Vocal Literature
- B. Instrumental Literature
- C. Music History and Literature
- D. Church Music
- E. Theory and Composition
- F. Music Education
- G. Musicianship
- H. Chamber Music
- I. Choral Music
- J. Music Therapy
- K. Conducting
- L. Special Subject

MUS 147ABC Seminar in Music Education (3-3-3)

Overview of the organization of music in the schools. Scheduling, length, and content of music offerings. Consideration of general music classes, chorus, glee clubs, orchestras, bands, ensembles, theory, music literature, and humanities. Observation and some supervised teaching.

- A. Emphasis on the total school music program.
- B. Emphasis on the Elementary School music program.
- C. Emphasis on the Secondary School music program.

MUS 148 Collegium Musicum (½-1)

Study, discussion, and informal performance of music from selected periods through the early eighteenth century.

MUS 149 Research Projects in Music Education (1-3)

Investigation of specific areas chosen by the student and related to music teaching in the schools.

MUS 150 Accompanying (1)

Study of the art of accompanying instrumentalists and vocalists as soloists and in small and large ensembles. May be repeated for credit.

MUS 151A Creative Piano Teaching (2)**MUS 151B Creative Voice Teaching (2)****MUS 151C Creative Teaching — Instrumental Area (2)**

Analysis and comparison of various procedures for beginning and intermediate instruction. Approaches to the art of teaching. Review of materials. Guided teaching incorporated.

MUS 152 The Arts in Western Civilization (3)

Comparative history of musical, artistic, and literary forms and styles as they develop and interrelate throughout the civilizations of the West from the ancient Greeks to the present time.

MUS 154 The Art of Teaching Choral Music (1-2)

Organizational aspects of choral groups in church and schools. Study of rehearsal and performance techniques, voice production and repertoire for various groups.

MUS 155 Teaching Music Theory (2)

The study, practice, and evaluation of various pedagogical approaches to music theory. Evaluation of text and teaching materials.

MUS 156 Teaching Music Literature (2)

The study, practice, and evaluation of various pedagogical approaches to music literature. Evaluation of texts and teaching materials.

MUS 157 Seminar in Church Music (2)

Historical perspectives of sacred music and its use in various liturgies. Current trends and repertoire.

MUS 158 The Art of the Harpsichord (1-3)

The mechanism and technique of the harpsichord. Overview of selected music from the masters of the harpsichord.

MUS 159 Music of Women Composers (1-2)

An overview of herstory in music from the twelfth century to the present. Includes a study of the lives of women composers, educational and sociological barriers affecting women's contributions to music, and pertinent scores and recordings.

MUS 160 Interpretation of Renaissance Choral Music (1-2)

Study, analysis, and performance of choral literature from the golden age of polyphony.

MUS 161 Experiments in the Arts (1-3)

Current trends and developments in the fine arts; emphasis on music.

MUS 162 Folk Music of Europe and America (2)

Exploration of the treasury of folk music from selected European countries and America.

MUS 163 American Music: From Imitation to Creation (3)

A survey of the development of American music as it reflects the time and place of its creation.

MUS 164 Music and Therapy (3)

A study of music as human behavior, its effects and its use with the handicapped and those suffering from behavioral disorders. Prerequisites: PSY I, MUS 6, or the equivalent.

MUS 165 Business in Music (3)

A seminar explaining music merchandising, radio and television industry, publishing, performance management, recording, and other areas of the music industry.

MUS 166 Music in Non-Western Cultures (2)

A survey of music in the life and culture of the non-western world; examination of theoretical aspects of non-western music, instruments, forms, and performance.

MUS 190 Workshop (1-3)

May be repeated for credit.

NURSING

NUR 5 Orientation to Nursing (2)

An introduction to the concepts underlying the philosophy of nursing, the role of nursing in society, and an understanding of man as a bio-psycho-social being. The Roy Adaptation Level Theory of Nursing. B.S. program.

NUR 10A Nursing Science (6)

Lecture, 2½ hours; laboratory 10½ hours. A study of the concepts underlying the philosophy of nursing, the role of nursing in society, interpersonal relationships, and an understanding of man as a bio-psycho-social being. An introduction to the process of assessment and prescribed intervention, the concept of adaptation, and the principles and practice of basic nursing skills in a variety of situations. Clinical experience in selected health agencies. Offered in the fall semester of the freshman year. A.A. program.

NUR 10B (6)

Lecture, 2½ hours; laboratory 10½ hours. A continuation of the study of the bio-psycho-social impact of health-illness problems on adults and their families. Emphasis is on the Roy Adaptation Level Theory of Nursing, and the assessment of the immediate and environmental factors. Adaptation is facilitated by using the problem-solving process in known methods of nursing intervention. Clinical experience in selected hospitals and health agencies. Offered in the spring semester of the freshman

year. Given concurrently with NUR 20A, Medical Science. A.A. program.

NUR 11AB Nursing Science (7-8)

Lecture 2½ hours, laboratory 13½ to 16½ hours, over two semesters. The focus of this course is the bio-psycho-social impact of simple and complex health-illness problems on children and adults. The Adaptation Level Theory of Nursing is used in assessment and intervention in more complex nursing situations. Clinical experiences are provided in a variety of community agencies, concurrent with theoretical course content in maternity nursing, nursing of children, medical-surgical, and psychiatric nursing. Covers two semesters of the sophomore year; offered concurrently with NUR 20BC, Medical Science. A.A. program.

NUR 13 Sophomore Seminar (2)

A study of nursing as a profession. Emphasis is on the historical development of nursing, nursing legislation, organizations, professional problems in education and practice, and the nurse's role in health care services. Concepts of team nursing are taught in this course. A.A. program.

NUR 20ABC/120ABC Medical Science (3-3-3)

Theory basic to diagnosis, treatment, and rehabilitation of persons with common biophysical pathology. Concepts of health and disease as related to the stages of (a) disease foundation and predisease factors, (b) presymptomatic disease conditions, (c) symptomatic diseases, and (d) irreversible conditions. Pathology is studied as a disruption in the body's structure, function, and regulatory mechanisms. Pharmacology is taught as related to each pathological process. A.A. and B.S. programs.

NUR 40 Introduction to Roy Adaptation Theory (6)

Lecture, 5 hours; laboratory, 16 hours. A course designed for LVNs who meet admission requirements of the department and wish to challenge the first year nursing classes. Course content deals with the Roy Adaptation Theory and its application in the clinical setting. Selected experiences in clinical practice are required. This course precedes the sophomore year. Ordinarily offered during summer session. A.A. program.

NUR 100 Introduction to Professional Nursing (6)

Lecture, 5 hours; laboratory, 16 hours. A course offered to registered nurses (graduates of accredited hospital diploma or associate degree programs) enrolled in the basic program leading to a baccalaureate degree. An introduction to the concepts underlying the philosophy of nursing, the process of assessment and

intervention, and the Roy Adaptation Level Theory as applied to nursing practice. Selected experiences in clinical practice are required. This course precedes the senior clinical nursing courses. Ordinarily offered during summer session. B.S. program.

NUR 110 Principles of Public Health (3)

A study of the community health philosophy and the comprehensive approach to public health programs in developing unified systems of health care delivery. Considerations of historical, current, and future philosophies of comprehensive community health programs and their practical application for both the health professional and the consumer of health services. Offered in the senior year. B.S. program.

NUR 111A Nursing Science (10)

Lecture, 5 hours; laboratory averaging 15 hours (increasing with the progress of the student's competence from 8 to 18 hours.) A study of the concepts underlying the philosophy of nursing in society, interpersonal relationships, and an understanding of man as a bio-psycho-social being. An introduction to the process of assessment and intervention, the concept of adaptation, and the principles and practice of basic nursing skills in a variety of situations. Clinical experience in selected health agencies. Offered in the fall semester of the junior year, concurrently with NUR 120. B.S. program.

NUR 111B Nursing Science (9)

Lecture, 3-4 hours; laboratory 18-20 hours. A continuation of the study of the bio-psycho-social impact of health-illness problems on families and individuals of all ages. Emphasis is on the Roy Adaptation Level Theory and the assessment of the immediate and environmental factors affecting these levels. Methods of nursing intervention are stressed and developed. Clinical experience is provided in a variety of community health agencies, concurrent with the theoretical course content in the areas of maternity nursing, nursing of children, and medical-surgical nursing. Given in the second semester of the junior year. Prerequisites: completion of NUR 111A and NUR 120A. B.S. program.

NUR 112AB Nursing Science (10-11)

Lecture, 3 hours; laboratory 21-24 hours, for two semesters. A senior year course, consisting of a study of nursing intervention for patients and families with complex nursing problems. The emphasis is upon intervention by the nurse for persons whose illness necessitates a long-term or permanent change in life-patterns, and where greater complexities are a part of the nurse's technical responsibility. The role of the nurse in group leadership, manage-

ment, group dynamics and interdisciplinary health care planning will be developed. Clinical experience is provided in a variety of health agencies, concurrent with the theoretical content of the course, in the areas of medical-surgical, psychiatric, and public health nursing. Prerequisites: senior standing and the completion of NUR 111AB and NUR 120AB. B.S. program.

NUR 113 Developments in Professional Nursing (3)

A study of nursing practice, structure, and recent contributions of nursing organizations to the role of the professional nurse in the modern world. Emphasis is placed on legislation, education, professional problems, and contemporary trends influencing nursing. Offered in the senior year. B.S. program.

NUR 130 Seminar in Nursing Research (1-3)

An introduction to the problems of nursing research. An examination of theoretical constructs and exploratory methods for research in nursing with an emphasis on the use of research in nursing practice.

NUR 136 Extended Role Nursing (1-3)

An investigation of the concept of the extended role nurse from the clinical and legislative basis and an introduction to the beginning skills utilized in this role.

NUR 140 Ethnic Studies for Health Workers (1-3)

Lecture, 2 hours; clinical experience 12 hours, during Interterm. A focus on ethnic differences, prejudice and stereotyping as a deterrent to effective patient care. The assessment process utilizes the Roy Model to assess ethnic differences and plan individualized care, with emphasis on self-awareness of prejudice. Clinical experiences offered in various agencies in different ethnic communities.

NUR 198 Independent Studies in Nursing (1-3)

Independent investigation of significant problems in nursing. Prerequisite: consent of the instructor.

NUR 199 Special Studies in Nursing (1-3)

Selected problems: offered as a course or seminar, on current issues in nursing. Prerequisite: consent of instructor.

NUR 301 Continuing Education (1-3)

NUR 302 Inservice Education (1-3)

NUR 303 Workshop in Nursing (1-3)

PHILOSOPHY

PHI 5 Logic: Structures of Reasoning (3)

An introduction to the structures of correct deductive arguments; definitions, interpretations, truth, and validity; practice in the critical evaluation of arguments occurring in everyday life, science, politics, advertising, etc.

PHI 20 Knowledge and Reality (3)

Introduction to the study of human beings and their knowledge of the world. Problems concerning mind and body, self-identity, freedom and determinism, death, perception, knowledge, and reality.

PHI 21 Values and Human Existence (3)

Introduction to historical and contemporary views of moral, political, and other value problems; implications for the individual and society.

PHI 24/124 Problems of Ancient Philosophy (3)

An introduction to the origin of philosophical problems through readings from the ancient philosophers with special attention to the pre-Socratics, Plato, and Aristotle.

PHI 62/162 Eastern Thought (3)

An analysis and critical evaluation of the major religions of the Far East — Hinduism, Buddhism, Confucianism, Taoism — based on central scriptures and writings of each. Prerequisite: 2 lower division courses. See RST 62/162.

PHI 125 Problems of Medieval Philosophy (3)

An historical introduction to some philosophical problems and systems in Western thought from the fifth to the fourteenth century.

PHI 126 Problems of Modern Philosophy (3)

The development of modern views on the nature of reality and on the problem of knowing, traced through Descartes, Leibnitz, Berkeley, Hume, and Kant. Prerequisite: 2 lower division courses.

PHI 128 Contemporary Analytic Philosophy (3)

An examination of the contemporary British-American tradition of philosophy focusing on problems concerning language: meaning, our ability to communicate, ordinary and artificial languages. Prerequisite: 2 lower division courses.

PHI 130 Existentialism (3)

An examination of the existentialist trend in philosophy from Kierkegaard to the present; the meanings of concepts such as alienation, anxiety, authenticity, and freedom in both philosophical and literary works of existentialists. Prerequisite: 2 lower division courses.

PHI 134 American Thought (3)

An analysis of puritanism, rationalism, romanticism, and pragmatism and their effects in American civilization and culture. Prerequisite: 2 lower division courses.

PHI 136 Major Philosophers (3)

A series of studies of one philosopher or group of philosophers: Plato, Aristotle, Aquinas, Kant, the analytic philosophers, and others. Prerequisite: 2 lower division courses. Offered on request.

PHI 150 Metaphysics (3)

An inquiry into the nature of reality; the possibility of metaphysical knowledge; perspectives on metaphysical problems. Prerequisite: 2 lower division courses.

PHI 152 Theory of Knowledge (3)

A study of problems pertaining to knowledge and minds: perception and sense impressions; self-knowledge; thought and language. Prerequisite: PHI 20.

PHI 155 Symbolic Logic (3)

Deductive methods in sentential and quantifier logic; formal languages: formation rules and derivation rules; techniques on logical proofs; axiomatic methods.

PHI 158 Philosophy of Science (3)

An examination of the basic concepts and assumptions underlying scientific inquiry. The nature of explanation, theory, and evidence. Prerequisite: 2 lower division courses.

PHI 160 Philosophy of Religion (3)

An analysis of the grounds for belief and disbelief in God's existence: rational arguments, religious experiences, religious language, and faith. Prerequisite: 2 lower division courses. See RST 160.

PHI 168A Contemporary Moral Problems (3)

A problem-oriented study of the application of moral standards to contemporary moral problems; the justification of positions on particular issues. Prerequisite: PHI 21. See RST 168A.

PHI 168B Medical-Moral Problems (3)

A study of the ethical, social, and legal issues involved in contemporary medical developments: genetics and birth, behavior control, experimentation, death and dying, truth-telling in medicine, scarce medical resources, and others. Prerequisite: PHI 21.

PHI 168C The Individual and Society: Ethical Issues (3)

An introduction to some of the ethical questions emerging in a technological society whose services are to some degree socialized: the legislation of morality, the right to privacy, informed consent, social counselling, the right to

health, the right to legal services. Prerequisite: PHI 21.

PHI 170 Issues in Social and Political Thought (3)

An examination of selected social and political issues; analysis of ways in which these have been dealt with in the works of selected historical and contemporary philosophers. Prerequisite: 2 lower division courses.

PHI 172 Marxism (3)

An examination of some of the key works of Marx, Engels, and other writers in the Marxist tradition; consideration of the application of Marxist ideas to selected contemporary issues. Prerequisite: 2 lower division courses.

PHI 174 Aesthetics (3)

A philosophical study of art in its various forms and/or theories concerning the nature of art, aesthetic experience, and art criticism. Prerequisite: 1 lower division course.

PHI 176 Philosophy in Literature (3)

A study of some of the important philosophical issues dealing with the meaning and value of life as presented in great works of literature. Prerequisite: 1 lower division course.

PHI 180 Workshop (1-3)

May be repeated for credit.

PHI 195 Directed Readings (1-3)

May be repeated for credit.

PHI 198 Special Problems (1-3)

May be repeated for credit.

PHI 199 Senior Seminar (1-3)

May be repeated for credit.

PHYSICAL EDUCATION See Special Programs.

PHYSICAL SCIENCE

PHS 1/101 Scientific Concepts (3)

A course in the basic principles of chemistry and physics with particular emphasis on the application of these principles to contemporary concerns.

PHS 4/104 Elementary Environmental Studies (3)

An introduction to the study of man's physical resources and environment leading to a consideration of the problems of conservation and pollution.

Prerequisite: PHS 1.

PHS 5/105 Selected Topics in Physical Science (3)

Prerequisite: PHS 1.

PHS 190/290 Workshop (1-3)

May be repeated for credit.

PHYSICS

PHY 1A Introductory Physics (3)

Lecture, three hours. A study of motion and thermodynamics, including the dynamics of particles, conservation laws, relativity, vibratory motion, wave motion, kinetic-molecular theory, the bulk thermal properties of matter, and an introduction to electricity and magnetism. Prerequisite: Facility with algebraic manipulations.

PHY 1B Intermediate Physics (4)

Lecture, three hours; laboratory, three hours. A study of electricity and magnetism, optics and elements of modern physics, including electrical circuits and mechanical devices, field theory, electromagnetic waves, quantum theory and atomic and molecular structure. Prerequisite: PHY 1A.

PHY 105AB Topics in Physics (1-3)

POLITICAL SCIENCE

POL 1/101 American Government and Institutions (3)

An introduction to the principles and problems of government, with particular emphasis on the formation and development of the national and state administrative, legislative, and judicial systems and processes. Fulfills AHI and CPE requirements.

POL 2/102 Comparative Politics (3)

An investigation of the concepts and techniques which enable the student to compare divergent political systems, focusing upon both traditional and innovative concepts such as power, ideology, decision making, elitism, and the structural-functional approach. Particular attention is devoted to political systems.

POL 10 Political Concepts (3)

The aim of this course is to acquaint students with the scope and techniques of political science by relating major concepts in political theory to current problems and issues. Major political theorists such as Plato, Aristotle, Locke, Hobbes, Hegel, and Marx are the focal point of analysis. In this way the contribution of political science to the understanding and clarification of political phenomena can be exemplified.

POL 16/116 Democracy and Democratic Theory (3)

A critical examination of the major theorists of democracy in the twentieth century with emphasis upon both the justifications and preconditions of democratic government and society; in particular, insights derived from psychology and sociology are utilized. Fulfills AHI and CPE requirements. Consent of instructor necessary for non-majors and non-minors.

POL 31/131 International Relations (3)

A general survey of the institutions, considerations, and ideologies involved in the formation and execution of foreign policy within a world context. Special attention is placed upon international agencies, including the United Nations.

POL 70/170 American Party Politics (3)

The development, organization and character of the American party system. Fulfills AHI and CPE requirements.

POL 75/175AB Selected Topics in the American Political Structure (3-3)

Specific area will be announced in the term schedules. Fulfills AHI and CPE requirements. Consent of instructor necessary for non-majors and non-minors.

POL 103 Scopes and Methods in Political Science (3)

An examination of the techniques and tools of analysis as well as the particular inquiries distinguishing political science from the other social sciences. Required of majors.

POL 107 Political Economics (3)
See ECO 107.

POL 108 American Constitutional Law (3)
See HIS 179. Fulfills AHI and CPE requirements. Consent of instructor necessary for non-majors and non-minors.

POL 112 Contemporary Political Theory (3)

A study of the major contributors to political theory from Marx to the present day, including such theorists as Dewey, Russell, Weber, Mosca, Pareto, Nehru, MacIver, Becker, Laski, Cole, et al. The normative approach will be de-

emphasized in favor of the descriptive and analytical approach.

POL 113 American Political Theory (3)

A critical examination of the contributors to the formation and sustenance of the consensual framework within which American government, politics, and society operate, with special attention to the great constitutional crises of the past 150 years.

POL 117 World Political Theory (3)

The history of man's attempt to explain the relationship of a man to governmental institutions with particular emphasis upon the values to be implemented by society. The time period spans the development of Greek political theory to the middle of the nineteenth century.

POL 119 Concepts in Political Theory (3)

Selected concepts to be dealt with in depth. Specific concepts noted in term schedule.

POL 125 Foreign Relations of the United States (3)

See HIS 178.

POL 134 International Organization (0-5)

An examination of the origins, structure, and practices of international agencies with special attention to the United Nations. The primary technique in this approach is an attempt at role-playing by virtue of participation in the Model United Nations.

POL 135 Selected Problems in International Organization (0-5)

Particular emphasis is placed on the role of international organizations and the maintenance of world peace.

POL 146 Public Opinion and Propaganda (3)

A study of the techniques utilized by professional public relations experts in the manipulation of public opinion as well as the strategies of electoral victory available to the political participant for the maximization of particular goals.

POL 155 Comparative Politics of Selected Areas (3)

An examination of the government, political practices, personalities, and problems of selected areas. Specific area designated in the term schedule.

POL 180 State and Local Government (3)

A study of state political systems, including their administrative and local sub-systems; intergovernmental relationships; policy outputs.

POL 181 Political Participation (1)

A course in which the student actively participates in a current political campaign. Seminars and informal discussions attempt to relate

student experiences to the literature in the field.

POL 185 Public Personnel Administration (3)
The process of formulating and administering public personnel policies; concepts and principles utilized in selected governmental personnel systems. Special emphasis on collective bargaining in public employment.

POL 186 Introduction to Public Administration (3)
The executive function in government; principles of administrative organization, personnel management, financial administration, administrative law, and problems and trends in government as a career.

POL 187 Organizational Theory and Governmental Management (3)
Organizational structure, human factors in organization, dynamics of organizational change, internal adaptability to external environment; problems, limitations, and trends in governmental organization and management.

POL 190 Internship (3)
Students in political science serve as interns working in the Los Angeles offices of public officeholders.

POL 191 Internship in Government Service (3)
Students in the public administration program serve as interns working in government offices in the Los Angeles area.

POL 192 Plays and Politics (3)
See ENG 192.

POL 193ABCD Selected Problems and Projects in Political Science (1-4), (1-4), (1-4), (1-4)
Subject announced in term schedule.

POL 196 Experience-Oriented Courses in Political Science (3)

PSYCHOLOGY

PSY 1 General Psychology (3)
An introduction to psychology as a scientific study of behavior. Focus on issues in learning, motivation, perception, personality development, and psychopathology.

PSY 2 Psychology of Communication (3)
A study of the use of communication as a two-way process of giving-receiving data, interpreting verbal/nonverbal behavior in a variety of interpersonal and group situations.

PSY 12/112 Developmental Psychology (3)
Theories of personality development and a review of current research; study of physical, mental, social and emotional growth throughout the human life span.

PSY 13 Early Child Development (3)
Study of the early years in human development. Focus on prenatal life and early childhood years as influential factors on the child's learning ability. Study of infant care and family life as these forces affect psychophysiological, emotional, social, motor, and mental development. Observation of children and experience in designing learning activities for young children in pre-school and elementary classrooms.

PSY 33 Adjustment and Mental Health (3)
Principles of mental hygiene; orientation to the practical use of psychological principles.

PSY 68/168 Psychopathology (3)
Study of the concepts of mental health and mental illness. Introduction to the different psychopathological entities and psychotherapeutic techniques.

PSY 99 Special Problems (1-3)
Individual study of problem of interest. Prerequisite: Consent of instructor.

PSY 106 Experimental Psychology (3)
Analysis and evaluation of published literature, designing of experiments, use of experimental and statistical controls, survey of laboratory apparatus. Methods of case study and naturalistic observation. Emphasis on human experimental psychology.

PSY 109 Movement Psychology (3)
Exploration of human movement patterns in relation to personality. Therapeutic use of movement integrating recent findings from kinesiology, dance, and mime. Study of the relationship between human skeletal adjustments and psychosomatic correlates.

PSY 113 Child Development and the Learning Process (3)
Application of child development principles to children aged four through twelve years. Curriculum design of elementary-aged children based on knowledge of their social, emotional, mental, and physical attributes. Prerequisite: PSY 1.

PSY 123 The Adolescent and the Learning Process (3)
A study of the developmental and behavioral characteristics of the adolescent. Emphasis on how individual characteristics and concerns influence the adolescent's ability and motivation to learn; how these factors affect the content and presentation of curricula. Prerequisite: PSY 1.

PSY 125/225 Counseling Theory and Procedures (3)
Theories and techniques of counseling. Understanding of counseling approaches and issues by classroom experience. Graduate students

will conduct counseling sessions under supervision.

PSY 132 Personality (3)
Comprehensive review of theoretical systems including contemporary orientations.

PSY 134 Human Learning (3)
Comprehensive review of systems of learning including a review of the current literature. Includes introceptive and kinesthetic human learning.

PSY 135/235 Group Dynamics (3)
Study of and participation in groups. Knowledge of group dynamics and individual behavior in groups by participation in structured group interactions. Students working on graduate level will be more involved in the practical application of group dynamics.

PSY 145 Social Psychology (3)
Theories of social psychologists; the influence of social structure on social character; the socialization process in forming the self and the person; institutional and cultural influences on role behavior; social control. See SOC 145.

PSY 148 Personnel and Consumer Psychology (3)
Study of the psychological principles and techniques used in a business setting. Topics include the psychology of work, personnel selection, appraisal, job analysis, placement training, production efficiency, and consumer behavior.

PSY 152 Physiological Psychology (3)
Topics include psychosomatics, stress, and mind-body monism. A study of how behavior relates to nervous, skeletal, muscular, glandular, and circulatory systems.

PSY 190 Workshop (1-3)
May be repeated for credit.

PSY 192 Psychology Practicum (3)
Field experience in applying the principles of psychology in real life settings; weekly seminar oriented toward supervision and directed studies. May be repeated for credit.

PSY 199A Special Problems (1-3)
Individual study of problem of interest. Prerequisite: Consent of instructor.

PSY 199B Special Problems (1-3)
Individual study of problem of interest. Prerequisite: Consent of instructor.

PSY 224 Dynamics of Individual Behavior (3)
A study of the development and organization of the individual's personality structure as he perceives himself in his universe.

PSY 230 Measurements: Theory and Procedures (3)

An advanced course in the evaluation, use, and interpretation of individual and group tests of intelligence, personality, interest, and achievement. Prerequisite: MTH 38/138.

PSY 271 Appraisal of Exceptional Children (3)
A study of the use of tools for assessing exceptionalities in children: statistical concepts in measuring abilities, principles of assessment; methods of administration and interpretation; assessment instruments; and the relationship of the results of assessment to the total evaluation of the child. See EDU 271.

PSY 272 Disturbances in Child Development (3)

Includes a study of the learning and behavioral development characteristics of the five major groups of exceptionality as they arise from: genetic and hereditary, neuro-physical traits, prenatal and neonatal development, nutritional factors, disturbances in sensory-motor, language, auditory and visual development, learning and problem-solving, social and emotional development, physical, locomotor, disease, physical injury, etc., and other specific effects of environmental and developmental processes. See EDU 272.

PSY 273 Development of Specific Learning Abilities (3)

Provides the opportunity for the candidate to use the outcomes of assessment to *plan specific programs* of remediation or amelioration of basic psychological functioning, and enables him to participate in the actual implementation of these various plans through work with individual or small groups of children in the various categories of exceptionalities. See EDU 273.

PSY 274 Counseling and Guidance of Exceptional Children (3)

Primarily a study of human relationships, which provides the basis for the effective working relationships, both interpersonal and interprofessional, involving the complex situation of persons interacting with one another at all levels of the organizational social structure. The student develops the ability to relate effectively with pupils, parents, co-workers, and resource personnel; becomes aware of legal and personal nature of this work; and learns to appreciate the sensitivity of the materials being used. This course also helps the student develop the ability to work harmoniously and effectively with all personnel, a necessary condition for the success of the staff toward a common goal of promoting the learning of children. See EDU 274.

PSY 277 Language and Speech Disorders (3)
Designed to acquaint the candidate in special education with normal language development, and with the causes, characteristics, and remediation of speech disorders and defects in the handicapped child. Includes observation, evaluation, and participation in programs of speech development and therapy. See EDU 277.

RELIGIOUS STUDIES

RST 3/103 Introduction to Scripture (3)
A study of the great saving acts of God as recorded in Old and New Testament literature.

RST 4/104 Introduction to the Old Testament (3)
A study of the methods of modern biblical scholarship building on a consideration of revelation and inspiration; a consideration of selected themes of the Old Testament.

RST 5/105 Introduction to the New Testament (3)
An examination of the synoptic gospel accounts, Johannine literature, the Acts of the Apostles, and certain Pauline letters.

RST 6/106 The Liturgy of the Word (3)
A study of the scriptural readings of the Mass according to the season.

RST 7/107 Modern Search for God (3)
An introduction to the study of religion and the search for meaning and purpose.

RST 12/112 Catholicism (3)
An introduction to the teachings of the Roman Catholic Church.

RST 20/120 Christian Personality (3)
An inquiry into the process of acquiring Christian values, personal maturity, and responsibility.

RST 35/135 The Sacraments (3)
The Christian's individual and corporate response to God as seen in the sacramentality of Christ, the Church, and its worship.

RST 62/162 Eastern Thought (3)
See PHI 62/162.

RST 99/199 Special Studies (1-3)
May be repeated for credit.

RST 121 Theology of Liberation (3)
A study of the essential freedom which is the Christian vocation, together with an examination of contemporary social issues and the possibilities for liberating others.

RST 130 God (3)
Theological bases and implications of affirming that God is Three-in-One.

RST 131 Christology (3)
Introduction to the classical and contemporary approaches to the person and mission of Jesus Christ.

RST 133 Christian Spirituality (3)
An investigation of the Spirit's operation in our lives; the life of grace and prayer.

RST 134 Mysticism (3)
Christian and oriental approaches to the life of contemplation.

RST 136 The Eucharist (3)
The theology of the Eucharistic sacrifice, with special attention to its embodiment in the liturgy.

RST 137 Liturgy (3)
The meaning, purpose, forms, and history of communal worship in the Church.

RST 138 Theology of Reconciliation (3)
Biblical and sacramental approaches to the notion and rites of reconciliation.

RST 140 The Historical Books of the Old Testament (3)
Introduction to the biblical theology of history: the history of Israel as the locus of revelation.

RST 141 Prophetic Literature of the Old Testament (3)
Introduction to the theology of prophecy and the writings of selected prophets.

RST 142 Wisdom Literature of the Old Testament (3)
Selected books from the wisdom of Israel, showing the religious philosophy and insight into human nature of the pre-Christian era.

RST 144 Synoptic Gospel Accounts (3)
Origin, distinction, character, and exegesis of the works of Matthew, Mark, and Luke.

RST 145 Johannine Literature (3)
The Gospel according to John, the Book of Revelation, and the Johannine letters.

RST 146 Pauline Literature (3)
A study of the letters attributed to Paul, as well as the portion of Acts which deals with his mission.

RST 151 Catholic and Protestant Theological Thought (3)
Contemporary issues as approached by major Christian religions.

RST 155 Jewish Religious Thought (3)
An investigation into contemporary Judaism.

RST 160 Philosophy of Religion (3)
See PHI 160.

RST 168A Contemporary Moral Problems (3)
See PHI 168A.

RST 168B Medical-Moral Problems (3)
See PHI 168B.

RST 170 Theology in Literature (3)
An interdisciplinary investigation of themes in literature which demonstrate the human search for the transcendent.

RST 177 Psychology, Sociology, and Theology of Marriage (3)
Investigation into the nature and purpose of marriage.

RST 179 Sociology of Religion (3)
See SOC 195.

RST 190 Workshop (1-3)
May be repeated for credit.

RST 195 Directed Reading (1-3)

SOCIOLOGY

SOC 4 The Family (3)
The study of the family as a primary group and as an institution. Varieties of family patterns, pre-marital and marital behavior, child-parent relationships, and family disorganization and reorganization are considered.

SOC 5 Sociological Perspectives (3)
A basic course presenting the vocabulary of sociology; its concepts; the varied aspects of social structure — the community, social stratification; consequences for institutional structure and function of the rural-urban shift; with special emphasis on problems of minorities and of population increase. This course is a prerequisite for all upper division sociology courses.

SOC 35/135 History of Social Work (3)
Development from philanthropy and private charity organizations to institutions: voluntary and public agencies.

SOC 65/165 Development of Social Thought (3)
An examination of selected types of social thought from primitive speculation to early modern scientific inquiry.

SOC 104/204 The Family (3)
The structure of the family as institution. Change as it affects the structure of the family, the functions it performs, and the definition of member roles. Involves a comparison of types of family systems.

SOC 110/210 Deviant Behavior: Juvenile Delinquency (3)
An analysis of basic theoretical orientations to social and personal disorganization of the juvenile in twentieth century American society.

Special emphasis on contemporary problems and movements of the youth scene.

SOC 111/211 Deviant Behavior: Criminology (3)

An analysis of basic theoretical orientations to social and personal disorganization of the adult in twentieth century American society. An examination of the various types of individual and group deviance.

SOC 117 Research Methods (3)
Study of the techniques and methods used in sociological research with a critical analysis of research studies.

SOC 125/225 Comparative Social Structures (3)
An examination of the basic social structures of society. A study of the similarities and differences between societies, including a comparison of primitive and modern cultures. A special emphasis will be placed on the dominant American culture as contrasted with the sub-cultures in today's society, primarily, the Spanish-speaking sub-cultures.

SOC 137 Culture and Personality (3)
A study of the relationships between cultures and personalities including the technocratic personality of industrial culture. Other areas of concern: language and personality, minority consciousness and the socialization process.

SOC 145 Social Psychology (3)
See Psy 145.

SOC 152 Group Processes (3)
Systematic study of the formation, structure, and functioning of groups; analysis of group processes and group products from a variety of theoretical viewpoints.

SOC 153 Sociology and Literature (3)
A discussion of the usefulness of literature in the study of sociology. Particular emphasis on selected works that bring to life or actualize certain specific sociological theories.

SOC 161/261 Racial and Cultural Minorities (3)
A study of the meaning and significance of race and ethnicity; the nature of prejudice and discrimination; official policies regarding minorities and the implications of each; relationships of race, ethnicity, and class. Special attention to large American minority groups. Evaluation of programs designed to reduce prejudice and discrimination.

SOC 166/266 Contemporary Sociological Theory (3)
A critical evaluation of major contemporary sociological theorists as representative of various schools of sociological inquiry and analysis.

SOC 175/275 Urban Sociology (3)

A study of the change from rural to urban societies and the problems of adaptation created by this change. Major emphasis on the history of urbanization, demographic changes, the anti-urban bias, and social problems related to urbanization. Analysis of such problem areas as education, race, housing, poverty, welfare, taxation, etc.

SOC 180/280 Social Stratification (3)

An examination of systems of class and caste, with special attention to the United States; and exploration of such elements of stratification as status, occupation, income, and others; a thorough examination of the style of life of minorities, the poor, the elite, and the middle class.

SOC 185/285 Political Sociology (3)

A course designed to provide the student with an understanding of the organization of power and an analysis of the social basis of power and political institutions. This understanding of politics is used to analyze political behavior, political bureaucracies, political movements, interest groups, and social change. A review of some cross-cultural research is included.

SOC 187/287 Social Movements (3)

A review of the major theoretical approaches to social movements. An examination of the causes and courses of selected social movements and their consequences for society.

SOC 190 Special Sociologies (1-6)

May be repeated for credit.

SOC 195/295 Sociology of Religion (3)

Religious belief and religious behavior as they influence other dimensions of social behavior. Social conditions as they influence belief and action.

SOC 197 Applied Sociology (1-4)

An opportunity to apply the principles of sociology to an area of special student interest. Directed study under the auspices of community agencies. Prerequisites: three courses including Sociological Perspectives; Methods of Research; and one upper division sociology course. Permission of the instructor is required.

SOC 198 Readings in Sociology (1-6)

Intensive and independent study in a field of special interest at the culmination of one's sociological work.

SOC 199 Special Studies (1-6)

A more advanced or specialized treatment of an area covered in the regular course list.

SOC 210 Contemporary Social Issues (3)

An explication and analysis of the institutional disjunctions, the conflict between value systems, and the stresses between majority and minority groups in contemporary society. Spe-

cial emphasis on America's largest minorities with Spanish-speaking minorities as cases in point.

SPANISH

SPA 1, SPA 2 Elementary Spanish (3-3)

Develops fundamental skills in speaking, reading, understanding, writing. Intensive use of the language laboratory is required. Classes feature demonstration, active practice and exchange in Spanish.

SPA 1, SPA 2 Elementary Spanish (4-1)

Develops fundamental skills in speaking, reading, understanding, writing. Intensive use of the language laboratory is required. Classes feature demonstration, active practice and exchange in Spanish.

SPA 3 Intermediate Spanish (3)

Continues the development of all four language skills, emphasizing vocabulary building, perfecting pronunciation, increasing fluency. Intensive Language Laboratory use is required. Class conducted in Spanish.

SPA 3 Intermediate Spanish (4)

Continues the development of all four language skills, emphasizing vocabulary building, perfecting pronunciation, increasing fluency. Intensive language laboratory use is required. Class conducted in Spanish.

SPA 4AB Intermediate Spanish (3-3)

Continues the development of the four language skills. Selected literature and culture readings discussed and analyzed in Spanish to enrich vocabulary and improve writing ability.

SPA 8 ABCD Phonetics and Conversation (1-1-1-1)

Concentrates on the fundamentals of phonetics, vocabulary building and conversation at the intermediate level with emphasis on correct intonation and pronunciation. Prerequisite: SPA 3.

SPA 9 Spanish for Medical Workers (3)

Essential Spanish vocabulary and phrases for a variety of medical situations, including admitting, taking case history, emergency room, and prepping for surgery.

SPA 25AB Advanced Grammar (2-2)

A thorough review of the structure of the language with concentration on the more complex points of Spanish grammar; exercises in prose composition. Prerequisite: SPA 4AB.

SPA 42/142 History and Civilization of Spain (3)

A background course for the study of Peninsular literature. Historical, social and cultural development of Spain. See HIS 160. Prerequisite: SPA 4AB.

SPA 44/144 History and Civilization of Spanish-America (3)

A background course for the study of Spanish-American literature. Historical, social and cultural development of Spanish-America. See HIS 162. Prerequisite: SPA 4AB.

SPA 94/194 Study/Travel (1-6)**SPA 103 Morphology and Syntax (3)**

Patterns of the Spanish language: verbs, word structure, and word distribution.

SPA 109 Stylistics and Composition (3)

Concentration on analysis of basic stylistic elements and on the student's original compositions. Prerequisite: SPA 25.

SPA 112AB Introduction to Study of Spanish Literature (3-3)

An introduction to poetry, prose fiction and drama tracing the development of each genre from the middle ages to the present. Special attention given to literary theory and internal criticism of works studied in class.

A. From the middle ages to 1700.

B. From 1808 to the present.

Prerequisite: SPA 4AB.

SPA 115/215 Applied Linguistics: Spanish as a Second Language (3)

The linguistic approach to the teaching of Spanish.

SPA 118/218 Historical Grammar: Spanish as a First Language (3)

Origins and development of the language to modern times. Suggested for teachers.

SPA 123 Literary Expression of Medieval Thought (3)

Themes, ideas, and forms of medieval literature as an expression of the life, thought and attitudes of the middle ages: poetry, prose and drama. Prerequisite: SPA 112A.

SPA 124 The Golden Age: Lyric and Dramatic Poetry (3)

The development of Renaissance and Baroque lyric poetry from Garcilaso to Quevedo, and of the Golden Age theatre from Lope to Calderón. Interpretation and analysis of selected poems and plays. Prerequisite: SPA 112A.

SPA 125AB Advanced Grammar (3-3)

A thorough review of the structure of the language with concentration on the more complex points of Spanish grammar; exercise in prose composition, intensive speech development emphasis. Prerequisite: SPA 4AB.

SPA 127 Cervantes (3)

An introduction to Cervantes' masterpieces: *El Quijote*, *Novelas Ejemplares*, *Entremeses y Comedias*. Prerequisite: SPA 112AB.

SPA 129 Poetry and Drama of the Nineteenth Century (3)

Romanticism, Realism, and Naturalism as manifested in the works of representative poets and dramatists. Detailed study and analysis of selected works. Prerequisite: SPA 112B.

SPA 130 Realism in the Spanish Novel from 1554-1898 (3)

Evolution of literary realism in the Spanish novel from *El Lazarillo de Tormes* to the nineteenth century, not including the Generation of '98. Prerequisite: SPA 112AB.

SPA 132 Studies in the Generation of 1898 (3)

The spirit of the Generation of '98 as reflected in the works of major representative authors. Intensive analysis of selected works. See SPA 232. Prerequisite: SPA 112B.

SPA 135 Peninsular Literature Since 1940 (3)

Major trends in peninsular poetry, theatre and prose fiction from 1940 to today. Intensive study of specific authors and critical analysis of selected works. Prerequisite: SPA 112B.

SPA 140 The "Modernista" Poets (3)

A study of the literary significance of "Modernismo" in Spanish-American poetry through an intensive study of its most representative poets. Characteristics of the movement, its culmination and decadence. Interpretation and analysis of selected poems. See SPA 240. Prerequisite: SPA 112AB.

SPA 141 The Spanish-American Novel from 1910 to 1940 (3)

After a brief consideration of the development of the Spanish-American novel, a detailed study of the genres of the early twentieth century, their social and literary significance. Interpretation and critical analysis of representative works. See SPA 241. Prerequisite: SPA 112B.

SPA 143 The Spanish-American Short Story (3)

A study of representative short story writers of the nineteenth and twentieth centuries through critical analysis and interpretation of selected works. See SPA 243.

SPA 147 Literary Analysis (3)

Introduction to the study of literary devices, figures of speech and the differentiation of literary genres.

SPA 149 Masterworks of European Literature in Translation (3)

The discussion, analysis, and appreciation of selected literary works from the best of Europe's writers, periods, genres.

SPA 190AB Special Studies (3-3)

Courses designed to investigate in depth areas of special interest: genres, authors, themes; inter-disciplinary studies; cross-disciplinary studies.

SPA 191 Senior Thesis (1)

Spanish majors must complete a senior thesis under the direction of a department member. They enroll in SPA191, Senior Thesis, during the term in which they complete the work. Upon acceptance of the paper by the department, the student receives one unit of credit and no grade.

SPA 199AB Independent Studies (1-3; 1-3)

Directed readings and investigation. For qualified students with the approval of the department.

SPA 220 Studies in the "Comedia" of The Golden Age (3)

After a brief consideration of the Spanish medieval and early renaissance theatre, a detailed study of the creation of the national theatre by Lope de Vega with emphasis on ideological interpretation and on problems of structure and style. Intensive study of selected "comediantes" of the golden age. Critical analysis of masterpieces.

SPA 225 Renaissance and Baroque Poetry (3)

The development of peninsular lyric poetry from Garcilaso to Quevedo in the light of the literary, political, and philosophical ideals of the Golden Age. Interpretation and analysis of selected poems.

SPA 227 El Quijote (3)

The meaning of Cervantes' masterpiece through a careful study of its form; its significance throughout the centuries with special attention to twentieth century interpretations.

SPA 231 Realism and Naturalism in Nineteenth Century Peninsular Prose Fiction (3)

Characteristics of nineteenth century Spanish Realism and Naturalism through an intensive study and analysis of representative novels and short stories.

SPA 232 Studies in the Generation of 1898 (3)

The spirit of the Generation of '98 as reflected in the works of major representative authors. Intensive analysis of selected works. See SPA 132.

SPA 240 The "Modernista" Poets (3)

A study of the literary significance of "Modernismo" in Spanish-American poetry through an intensive study of its most representative poets. Characteristics of the movement, its culmination and decadence. Interpretation and analysis of selected poems. See SPA 140.

SPA241. The Spanish-American Novel from 1910 to 1940 (3)

After a brief consideration of the development of the Spanish-American novel, a detailed study of the genres of the early twentieth century, their social and literary significance. Interpretation and critical analysis of representative works. See SPA 141.

SPA 243 Evolution of the Spanish-American Short Story (3)

The development of the short story with emphasis on the most characteristic authors of the nineteenth and twentieth centuries. See SPA 143.

SPA 273A The Peninsular Novel After the Civil War (3)

Analysis of the principal literary and ideological characteristics of the post-civil war Spanish novel through an intensive study of specific authors.

SPA 273B The Peninsular Theatre After the Civil War (3)

Main trends in contemporary Spanish theatre from Buero Vallejo to the present time. Intensive study and analysis of selected works.

SPA 280A New Directions in the Spanish-American Novel Since 1940 (3)

Trends and movements in the Spanish-American novel from 1940 to the present time; literary and ideological characteristics; analysis of selected works.

SPA 280B New Directions in the Spanish-American Theatre (3)

After a brief survey of the development of the theatre in Spanish-America, the dramatic activity of the last two decades is studied in depth through the analysis of representative works.

SPA 290 Directed Independent Studies (3)

Prerequisite: Graduate standing and acceptance by the department.

SPA 299AB Independent Studies (1-3; 1-3)

Directed readings and investigation. For qualified students with the approval of the department.

SPA 331 Spanish for School Personnel, Level 1 (3)

Develops the most fundamental conversational Spanish skills for the classroom as well as reading, understanding, and writing abilities. Language lab, active class practice, and exchange in Spanish.

SPA 332 Spanish for School Personnel, Level II (3)

Continues progress of basic Spanish conversational skills for the teacher. Stress is on participation in class conversation as well as on

developing skills in reading, understanding, and writing. Language lab every session.

SPEECH AND DRAMA

SPE 10/110 Public Speaking (3)
Exercises in speaking before an audience; developing techniques of persuasive public utterance.

SPE 13/113 Oral Argument (3)
Techniques of organizing, constructing, and delivering oral argument; group discussion and platform practice.

SPE 15/115 Drama in Action (3)
Training in performing and production aspects of the theater; occasional opportunity to discuss drama with working artists, and visits to local dramatic productions. Course culminates in public dramatic production. May be repeated for credit.

SPE 63/163 Introduction to the Theater (3)
Development of an appreciation of theater, including the study of outstanding plays and careers of distinguished actresses and actors. Occasional opportunity for discussion with successful performers and directors. Visits to local stage productions.

SPE 190 Workshop (1-3)
May be repeated for credit.

SPE 191/291 Directed Study (1-3)
Study in a field of special interest, under the direction of a department member. May be repeated for credit.

SPE 192/292 Special Studies (3)
In-depth exploration of special interest areas in the study of speech and drama. May be repeated for credit.

SPECIAL PROGRAMS

ACADEMIC PROGRAMS

A maximum of six non-required units in this area may be counted towards the baccalaureate degree without permission of the Dean.

PHYSICAL EDUCATION

PED 7 Aesthetics of Dance (1-3)
Study of the technical aspects of moving, creation of dances (choreography), philosophy and history of the dance, and critical appraisal and evaluation of professional dance performers. May be repeated for credit.

PED 8 Dance Workshop (1-6)
Application of techniques of dance with the opportunity for original performance.

PED 9 Physical Education (1½-1)
May be repeated for credit.

SPECIAL COURSES

SPR 1 Personal Typewriting (2)
Introduction to the basic typewriting skills; knowledge of the keyboard, letters, tabulation, vertical and horizontal centering, manuscripts, and business forms. Students expected to attain a minimum speed of 25-30 wpm. Only students with no typing knowledge or very minimal typing experience are eligible to register for this course.

SPR 11/111 Seminar (1-3)
May be repeated for credit.

SPR 12/112 Studies in Humanities (1-3)
May be repeated for credit.

SPR 13/113 Studies in Contemporary Society (1-3)
May be repeated for credit.

SPR 14/114 Independent Study (1-3)
May be repeated for credit.

SPR 15/115 Workshop (1-3)
May be repeated for credit.

SPR 60A OUTREACH: Social Action (3)
A multi-faceted community action program geared to help people in need. Approximately twenty-five hours of volunteer work under supervision in an approved agency or center and a weekly seminar required. May be repeated for credit.

SPR 60B OUTREACH: Fieldwork (1-3)
Consists of fieldwork related to a particular course or program. It extends the instructional process and awareness beyond the campus in order to have career-related experience, to derive meaning from real-life situations, and to give community service.

SPR 60C OUTREACH: Term (3)
An interdisciplinary focus on a "problem" and its complexities either on or off campus.

SPR 80 Group Experience (1)
Intended to assist students in orientation to college by providing each student with the opportunity to make her own choices, recognize

her own values, and set her own goals in a group situation. Each group member has the opportunity to (1) find meaning in her college studies and related experiences; (2) develop a greater understanding of herself and others; (3) develop constructive feelings about herself; and (4) develop positive forms of behavior.

SPR 99 Special Experience (1-3)

This course has variable title, content, and credit. It is designed to give students the opportunity to obtain credit for an experience obtained prior to or concurrently with their regular classes. It is also intended to allow a student to engage in independent study under the direction of a faculty member. The specific course title and description is prepared when the student enrolls in the course. A student may enroll in this course no more than three times.

SPR 169 Parish Social Service (1-3)

Presentation of concepts applicable to parish social service. Discussion of effective techniques for social work. An introduction to urban agencies which may be utilized to promote desirable social change.

EXTENSION PROGRAMS

Units in this area are for enrichment and will be accepted toward degree only on an individual basis.

TUTORIAL

EXT 75/175 Los Angeles City Outside Education Program (3-6)

EXT 90/190/390 Workshops (1-3)
May be repeated for credit.

EXT 91/191 Training Program I (1-3)

A training program for Head Start teachers conducted by the Marianne Frostig Center staff centering on parent-teacher education.

EXT 92/192 Training Program II (1-3)

A training program for Head Start teachers conducted by the Marianne Frostig Center staff dealing with advanced work in visual perception, higher cognitive functions, language development and pre-reading skills.

EXT 94AB/194AB Family Life Education (1-6)

A two-semester program designed to explore the human Christian dimension of sexuality and how these concepts are best communicated.

GREAT BOOKS PROGRAMS

EXT 365 Great Books — Leadership Training Course (3)

This course demonstrates the basic techniques for the selection, appreciation, and understanding of good literature for young people. It is designed for in-service teachers, business men and women, civic lay and professional groups. This is a three part course; all three parts must be successfully completed before credit is granted.

EXT 366 Great Books Foundation "Dynamics of Classroom Discussion" (2)

Offered in cooperation with school districts in Los Angeles, Orange and Ventura counties. An 8-week course of 2½ hour sessions that will introduce teachers to the discussion skills of *shared inquiry*, a method of exploring problems which interest both the teacher and the student. The dynamics course is designed for teachers at every level of education, kindergarten through college.

EXT 367 Great Books Foundation Experimental Language Arts Curriculum (3)

A course designed to prepare teachers of the Language Arts to aid students to develop their abilities to interpret what they read and to think independently and reflectively. The course aims to instruct teachers in those teaching methods that prepare students to participate fruitfully in discussions of some major ideas contained in great works of literature.

Computer Code	Course Number		
A	ART	B010	BIO 10
A001	ART 1	B041AB	BIO 41AB
A002	ART 2	B051AB	BIO 51AB
A003/A103	ART 3/103	B065/B165	BIO 65/165
A004/A104	ART 4/104	B067/B167	BIO 67/167
A005/A105	ART 5/105	B087/B187	BIO 87/187
A006/A106	ART 6/106	B092AB/ B192AB	BIO 92AB 192AB
A007/A107	ART 7/107	B104	BIO 104
A009/A109	ART 9/109	B105	BIO 105
A010/A110	ART 10/110	B106	BIO 106
A011/A111	ART 11/111	B107	BIO 107
A012/A112	ART 12/112	B108	BIO 108
A020/A120	ART 20/120	B118	BIO 118
A022/A122	ART 22/122	B120	BIO 120
A30AB/ A130AB	ART 30AB/ 130AB	B126	BIO 126
A045/A145	ART 45/145	B130	BIO 130
A046/146	ART 46/146	B151A	BIO 151A
A094/194	ART 94/194	B151B	BIO 151B
A099	ART 99	B152	BIO 152
A123	ART 123	B190	BIO 190
A125	ART 125	B195	BIO 195
A131AB	ART 131AB	B196TA	BIO 196TA
A132	ART 132	B197	BIO 197
A149	ART 149	B198	BIO 198
A150	ART 150	B199	BIO 199
A151	ART 151	C	EDUCATION
A153	ART153	C031	EDU 31
A154ABC	ART 154ABC	C033	EDU 33
A155ABC	ART 155ABC	C035A	EDU 35A
A159ABC	ART 159ABC	C035B	EDU 35B
A160ABC	ART 160ABC	C101	EDU 101
A161ABC	ART 161ABC	C114	EDU 114
A162ABC	ART 162ABC	C115A	EDU 115A
A163ABC	ART 163ABC	C115B	EDU 115B
A167ABC	ART 167ABC	C115C	EDU 115C
A170	ART 170	C115D	EDU 115D
A171	ART 171	C116A	EDU 116A
A172	ART 172	C116B	EDU 116B
A174	ART 174	C116C	EDU 116C
A175	ART 175	C124	EDU 124
A176	ART 176	C125A	EDU 125A
A177	ART 177	C125B	EDU 125B
A190	ART 190	C125C	EDU 125C
A195	ART 195	C125D	EDU 125D
A199	ART 199	C126A	EDU 126A
B	BIOLOGICAL SCIENCES	C126B	EDU 126B
B001A	BIO 1A	C126C	EDU 126C
B001B	BIO 1B	C131	EDU 131
B001C	BIO 1C	C132	EDU 132
B001D	BIO 1D	C133	EDU 133
B002	BIO 2	C134	EDU 134
B003	BIO 3	C136	EDU 136
B004	BIO 4	C137A	EDU 137A
		C137B	EDU 137B
		C137C	EDU 137C

C170	EDU 170	C271	EDU 271
C171	EDU 171	C272	EDU 272
C172	EDU 172	C273	EDU 273
C173	EDU 173	C274	EDU 274
C177	EDU 177	C275	EDU 275
C190	EDU 190	C276	EDU 276
C199AB	EDU 199AB	C277	EDU 277
C200	EDU 200	C278	EDU 278
C201	EDU 201	C280	EDU 280
C202	EDU 202	C281	EDU 281
C203	EDU 203	C282	EDU 282
C204	EDU 204	C295	EDU 295
C205	EDU 205	C296	EDU 296
C206	EDU 206	C297	EDU 297
C207	EDU 207	C298	EDU 298
C208	EDU 208	C299AB	EDU 299AB
C209	EDU 209	C301	EDU 301
C210AB	EDU 210AB	C302	EDU 302
C211	EDU 211	C330A	330A
C212	EDU 212	C330B	EDU 330B
C213	EDU 213	C333	EDU 333
C214	EDU 214	C335AB	EDU 355AB
C215	EDU 215	C336	EDU 336
C216	EDU 216	C338ABC	EDU 338ABC
C217	EDU 217	C340	EDU 340
C218	EDU 218	C341	EDU 341
C219	EDU 219	C342	EDU 342
C222	EDU 222	C343	EDU 343
C223	EDU 223	C344	EDU 344
C230	EDU 230	C345	EDU 345
C231	EDU 231	C350J	EDU 350J
C232	EDU 232	C351	EDU 351
C233	EDU 233	C360AB	EDU 360AB
C234	EDU 234	C377AB	EDU 377AB
C235A	EDU 235A	C378	EDU 378
C235B	EDU 235B	D	ENGLISH, ENGLISH AS A SECOND LANGUAGE, JOURNALISM
C236	EDU 236		
C238	EDU 238		
C239	EDU 239		
C241A	EDU 241A	D001AB	ENG 1AB
C241B	EDU 241B	D002	ENG 2
C241C	EDU 241C	D003	ENG 3
C243	EDU 243	D005AB	ENG 5AB
C244	EDU 244	D006	ENG 6
C245	EDU 245	D008AB/D108AB	JRN 8AB/108AB
C246	EDU 246	D009/D109	JRN 9/109
C247	EDU 247	D010AB	ENG 10AB
C248	EDU 248	D011	ENG 11
C249	EDU 249	D017	ENG 17
C250	EDU 250	D018	ENG 18
C251	EDU 251	D021/D121	ENG 21/121
C255	EDU 255	D022/D122	ENG 22/122
C256	EDU 256	D024/D124	ENG 24/124
C257	EDU 257	D026/D126	ENG 26/126
C258	EDU 258	D034	ENG 34
C261	EDU 261	D042	ENG 42
C262	EDU 262	D054	ENG 54
C263	EDU 263	D061	ENG 61
C269	EDU 269	D062	ENG 62
C270	EDU 270	D063	ENG 63

D073	ENG 73	F126	FRE 126
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D100/D200	ENG 100/200	G	GERMAN
D101	ENG 101	G001	GER 1
D102/D202	ENG 102/202	G002	GER 2
D105	ENG 105	G003	GER 3
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D134	ENG 134	H	SPANISH
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L181	POL 181	N094/N194	MUS 94/194
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M145	CST 145	N147ABC	MUS 147ABC
M154	CST 154	N148	MUS 148
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M201	CST 201	N154	MUS 154
N	MUSIC	N155	MUS 155
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N006	MUS 6	N163	MUS 163
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N009/N109	MUS 9/109	N166	MUS 166
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N013/N113	MUS 13/113	O005	NUR 5
N015/N115	MUS 15/115	O010A	NUR 10A
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Q120	CHE 120	U192	PSY 192
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S004AB	MTH 4AB	V004	SOC 4
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X020/X120	RST 20/120	Y092/Y192	EXT 92/192
X035/X135	RST 35/135	Y094/Y194	INT 94/194
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X136	RST 136	Y169	SPR 169
X137	RST 137	Y172	AST 172
X138	RST 138	Y174	AST 174
X140	RST 140	Y175	AST 175
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X142	RST 142	Y197AB	AER 197AB
X144	RST 144	Y197CD	AER 197CD
X145	RST 145	Y198AB	AER 198AB
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EDU 38A Reading in the Pre-School and Early Elementary Curriculum (3)

A study of the child in the pre-school and early elementary school curriculum with emphasis upon readiness and the reading process. This course includes an understanding of general principles, instructional objectives, procedures and materials, and the evaluation process. Observation and participation in actual classroom situations, pre-kindergarten through third grade, are a part of this course. Some supervised teaching is included.

EDU 38B Mathematics in the Pre-School and Early Elementary Curriculum (3)

A study of the child in the pre-school and early elementary school curriculum with emphasis on the part that mathematics plays in his total development. Readiness and the general principles of modern mathematics as well as instructional objectives, techniques, and materials are studied. The evaluation of achievement as well as observation, participation, and teaching in

the classroom, pre-kindergarten through grade three, are included.

EDU 38C Science and Social Studies in the Pre-School and Early Elementary Curriculum (3)

A study of the child in the pre-school and early elementary school curriculum with special emphasis on the teaching of science and social studies. This course includes an understanding of general principles, instructional objectives, procedures and materials, and the evaluation process. Observation and participation in actual classroom situations, pre-kindergarten through grade three, are a part of this course. Some supervised teaching is included.

EDU 38D Language Arts in the Pre-School and Early Elementary Curriculum (3)

A study of the child in the pre-school and early elementary curriculum with special emphasis on the communication skills. The study includes the development of an understanding of general principles, instructional objectives, procedures and materials, and the evaluation process. Observation and participation in actual classroom situations, pre-kindergarten through grade three, are a part of this course.

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